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ABSTRACT

This language arts curriculum developed for Native American students in Manitoba (Canada) consists of a teachers' guide, a student guide, and a research unit. The curriculum includes reading selections and learning activities appropriate for the different reading levels of both upper elementary and secondary students. The purpose of the unit is for students to develop skills in brainstorming, biography writing, letter writing, note taking, researching, interviewing, spelling, and vocabulary. Reading selections focus on Elijah Harper, an Ojibway Cree Indian who helped defeat the Meech Lake Accord, an amendment to Canada's Constitution proposed in 1987. The Meech Lake Accord would have transferred power from the federal government to provincial governments and would have failed to take into account the interests of Natives, women, and minorities. The curriculum also includes reading selections on the creation of the Aboriginal Justice Inquiry and on Crazy Horse. The guide includes directions for pre-reading activities, ideas for discussions, post-reading activities, and answers to student learning activities. Students work together using notes from class discussions to write a biography of Elijah Harper. Students are then required to write a biography on a Native person of their choice who has been recognized for making a contribution to Native culture. The guide also includes additional resources; information on interviewing, letter writing, brainstorming, biographies, and spelling; background information on the Meech Lake Accord and the Aboriginal Justice Inquiry; and additional ideas for classroom activities. The student activities guide includes comprehension questions for discussion or written response; vocabulary, grammar, and spelling exercises drawing on the content of the reading selections; and supplementary word search activities. The research unit, written for upper elementary and secondary students covers the following topics: how to research, choosing a topic, organizing research, making notes, finding reference materials, using guide words, using the card catalogue, using the encyclopedia, using periodicals, making a research diary, using a bibliography, organizing by subtopics, organizing by outlining, using tables and graphs, and reference review. Each topic includes student learning activities. (LP)

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Preface:

The author of this curriculum is Mary Candline. Here is a brief biography of Mary.

> I was born and raised in a small northern Manitoba community, Wabowden. I am of native ancestry. My father is a trapper so I have spent a lot of time on traplines.
>
> I received my high school education in Cranberry Portage, Manitoba. I went on to get a degree in education at the University of Manitoba. I have taught elementary and junior high school and I have been a tutor-counsellor for native students. During this time I developed and piloted Native Studies and Cree courses.
>
> I am now the Northern Adult Literacy Coordinator for the Literacy and Continuing Education Branch of the Manitoba Department of Education and Training.

The artist who did the cover drawing is P. Dumas. Mr. Dumas is a student in a basic education program.

The author would like to thank the following for their gracious consent to use material printed in this book:

Lone Pine Publishing for the information on "Canada's Constitutional Crisis" (Appendix 6)

Merrill Reading Skill text Series (for permission to use selections from Tom, The Reporter.)

Millar, Robin & Klein, Cynthia Unscrambling Spelling, Hodder & Stoughton 1990 (for information used in Appendix 5)

Teachers or literacy practitioners who wish further information should contact:

Literacy and Continuing Education Branch
Department of Education and Training
417-185 Carlton Street
Winnipeg, MB R3C 3J1

Introduction

This curriculum is designed to give teachers and tutors a model for designing multi-level activities for literacy groups. Several activities include simplified versions of reading selections. Many of the vocabulary, writing and spelling activities should be helpful when thinking about activities you could design for other materials.

In general, readability levels for each of the selections work out to: Level A: Stage 2 Reader, Level B: Stage 3 reader, Level C: pre-GED reader.

Stages of Learning: Building a Native Curriculum is produced in three sections.

Section 1 is the Teacher's Guide. Section II is the Student Activities and Research Unit. Section III is the information for an Indian/Metis Trivia Game.

The Teacher' Guide includes directions for pre-reading activities, ideas for discussion, post-reading activities, and the answer sheets for the Student Activity book.

The Student Activity section includes different levels of reading material, comprehension questions for discussion or written response and a number of vocabulary, grammar and spelling exercises drawing on the content of the reading selections.

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INTRODUCING THE CURRICULUM TO YOUR STUDENTS

- This unit is about Native People. In this unit you will be developing your student's skills in brainstorming, biography writing, letter writing, note taking, researching, interviewing, and spelling. You will also be working toward increasing your student's vocabulary.

- Go over the ground rules for Brainstorming (appendix 3).

- Brainstorm for a list of native people who are prominent in the community, in the news or who are well known for their contribution to native culture. Writers, Artists, Musicians, Politicians, Elders, Chiefs, Activists, etc. Include Elijah Harper as one of these native people.

- Introduce Elijah Harper as the first native person the class will study. The class will be reading articles about him, and doing writing and spelling activities related to these readings. The notes established on Harper throughout these exercises will then be developed into a biography.

- Brainstorm again, for information the students may have about Harper, write these on flipchart for everyone to see. This can be put up in the classroom during the study of this unit and used to add information to it as the unit progresses. Questions you may ask to elicit some information: Where is he from? Is anyone related to him? Does he come from a large or small family? What does he do? Has anyone ever seen any books or articles written about him? Have you seen him on TV? Have you ever met him? What does he look like? etc.

- The instructor could do some research beforehand to obtain more information regarding Harper; write a letter directly to Harper; obtain a picture; some magazines have articles on him; etc.

Assignment: Learners to bring in any books or articles written about Elijah Harper to share with the class and to add information to the notes on flipchart.

You may want to introduce the research unit at this time so that when the class is finished the class biography, the learners will be ready to do their own research. The research unit can be worked on daily until completed.

Follow-up: Keep adding information to the notes on flipchart as the students find more information and as they do the following assignments.

SKILLS LIST FOR STAGES OF LEARNING:

Brainstorming
Biography Writing
Interviewing Skills
Plural Forms
Prefixes: un, in and im
Extending Ideas
Accents
Note Taking
Research Skills
Suffixes: ing & ed
Letter Writing
Organizing Ideas
Comprehension

VOCABULARY LIST:

Harper:

biography
contribution
dispensing
resigning
committed
caucus
and
room
native
Liberal
controversy
select
consulted
represent
forgone
NDP
candidate
occupation
opposed
representing
elected
game
leader
referendum
Canadian
division
Meech Lake Accord
brief
policy
prior
acclamation
riding
grits.
party
position
unanimous
constituency
recommendation
member
racist
failure
unity
deprive
erred
formidable
nomination
specific
opponent
defeat
goaded

Crazy Horse:

memorial
visible
gigantic
powerful
enchanted
pioneer
reservation
settle
inhabitants
founding
biggest
wisdom
determined
uprising
trade
move
transforming
task
hungry
travellers
resisted
territory
agree

* **Add or delete vocabulary and skills according to learners abilities.**

HARPER REFLECTS ON ELEVEN YEARS IN LEGISLATURE

This Unit includes:

Pre-Reading Activity:

- Vocabulary: reflects, legislature

- Read the heading. The instructor may want to ask some questions to get the learners thinking about the heading. What do you think the article may be about? What is the Legislature? Eleven years may mean what? If he is reflecting what may this mean? etc.

- Let's write down some questions we may have about this article, then we'll read it to see if we can find answers to these questions. The learners should come up with as many as they can without the instructors help. The following questions are only ideas on what they may want to ask, the instructor may want to suggest a few, until the learners get used to this type of activity.: Why is he reflecting? Is he quitting? If he is, what are his plans now? Did he spend 11 years in the Legislature? What kinds of things did he do while he was in the Legislature? Write these questions down on flipchart so that they can be discussed after the reading activity.

Go Over Vocabulary:

elected	Meech Lake Accord
MLA	Aboriginal Justice Inquiry
resigning	NDP

Learners Read the Article:

- The instructor may want to read the article with the Level A learner(s) or have the article read onto a tape beforehand and have them listen to and read along with the tape.

Post Reading Activity:

The class may discuss some of the questions together as a whole: example:

Aboriginal Justice Inquiry - Appendix 7
Meech Lake Accord - Appendix 6
Issues regarding native people that need to be addressed.

Add Information to Flipchart Notes:

- As a class, discuss the pre-reading questions then add any new information regarding Harper to the flipchart notes the class has started.

Instructions for Student Activities:

- Level A: Do questions 1-9, at this level in Student Activity Book (these may be read onto tape and answered on tape or discussed as a group or one-to-one with a tutor).

- Level B: Do questions 1-7, at this level in Student Activity Book.

- Level C: Do vocabulary and questions 1-13, at this level in Student Activity Book.

Answers for Level A: (Stage 2: reader)

1. eleven years
2. 1981, 1986, 1988, 1990
3. he believes in the NDP; he believed he could help the native people
4. The Meech Lake Accord
5. The Aboriginal Justice Inquiry
6. answers will vary
7. answers will vary
8. Appendix 7
9. Appendix 6

Answers for Level B: (Stage 3: reader)

1. 1981, 1986, 1988, 1990
2. few native people had been elected in Canada
3. the voters
4. he believes in the NDP; he could help his people; the conditions in which our people live is a disgrace
5. June, 1990
6. Appendix 6
7. Appendix 7

Answers for Level C: (pre-GED reader)

DEFINITIONS:

opposed	- to object to
representing	- to act for
elected	- to choose by vote
unanimous	- showing that all agree
constituency	- a body of voters which elects a representative
recommendations	- something advised
dispensing	- to carry out
resigning	- to give up
committed	- to give or pledge yourself to a cause

1. NDP, MLA
2. 1981; treaty indian
3. 1986, 1988, 1990
4. the responsibility & trust given to him
5. in the NDP, and he believed that he could accomplish things for the people of Rupertsland
6. the defeat of the Meech Lake Accord
7. the relationship of aboriginal people & government in this country
8. the Aboriginal Justice Inquiry
9. Elijah Harper; for dispensing with public hearings before having a vote on the Accord
10. Red Sucker Lake; June 22, 1990; "NO"
11. Appendix 7
12. answers will vary
13. Appendix 6

"GRITS GOADED OVER HARPER":

Pre-Reading Activity:

- Vocabulary: grits, goaded
- Discuss the heading: Who are the Grits? What does goaded mean? Why would they be goaded over Harper? What do you think the article is about?
- Have the learners discuss some questions they may want answered while they are reading this article.

Go Over Vocabulary:

Liberal MP	nomination
Mulroney	unity
caucus	candidate
riding	racist

Learners Read the Article:

- The Level I article should be read onto tape for the learner(s) to follow or read by a tutor with the learner(s). Discuss the article as you read it, if a tutor is reading with the learner(s).

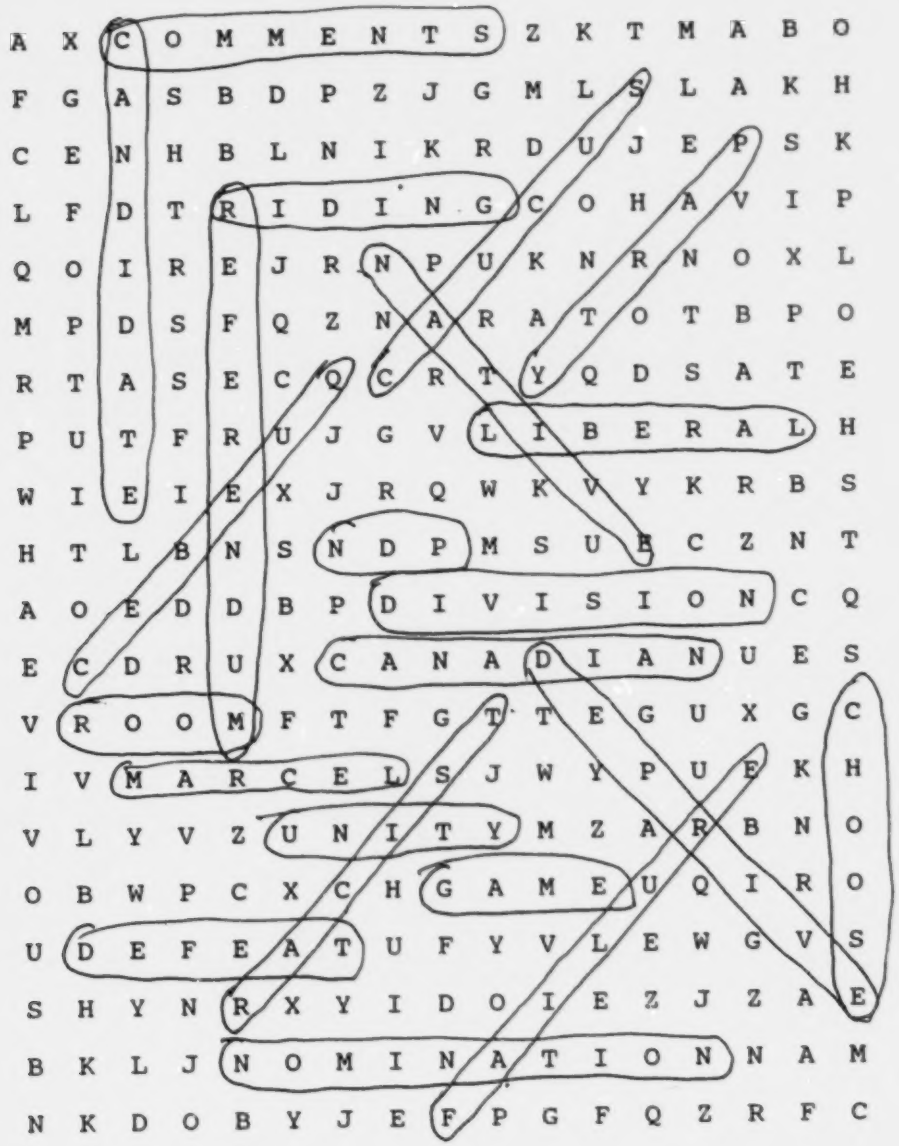
Add Information to Flipchart Notes:

- As a class, discuss the article and add any new information to the flipchart notes on Harper.

Student Activities:

- Levels A & B: Do word search and definitions at this level in Student Activity Book.
  Do spelling activities at this level in Student Activity Book.
- Level C: Do Crossword at this level in Student Activity book.
  Do spelling activities at this level in Student Activity Book.

Level A & B "Grits Goaded over Harper" Word Search Answer Key:


A X C O M M E N T S Z K T M A B O
F G A S B D P Z J G M L S L A K H
C E N H B L N I K R D U J E P S K
L F D T R I D I N G C O H A V I P
Q O I R E J R N P U K N R N O X L
M P D S F Q Z N A R A T O T B P O
R T A S E C Q C R T Y Q D S A T E
P U T F R U J G V L I B E R A L H
W I E I E X J R Q W K V Y K R B S
H T L B N S N D P M S U B C Z N T
A O E D D B P D I V I S I O N C Q
E C D R U X C A N A D I A N U E S
V R O O M F T F G T T E G U X G C
I V M A R C E L S J W Y P U E K H
V L Y V Z U N I T Y M Z A R B N O
O B W P C X C H G A M E U Q I R O
U D E F E A T U F Y V L E W G V S
S H Y N R X Y I D O I E Z J Z A E
B K L J N O M I N A T I O N N A M
N K D O B Y J E F P G F Q Z R F C

Answers to Levels A & B - Grits Goaded Over Harper:

Spelling Activities: All Levels

1) DEFINITIONS:

caucus	-	a meeting of political party leaders to discuss party policies or to choose party candidates
unity	-	the state of being one; agreement
NDP	-	New Democratic Party, a political party
racist	-	fear or dislike of a race other than one's own
candidate	-	one who offers himself, or is proposed by others as a contestant for an office
native	-	one who is born in a given country or place
Liberal	-	a political party in favour of social and governmental change and progress
division	-	a separation into parts
nomination	-	to propose a name for office
riding	-	an electoral district or constituency arbitrarily divided off for administrative and voting purposes

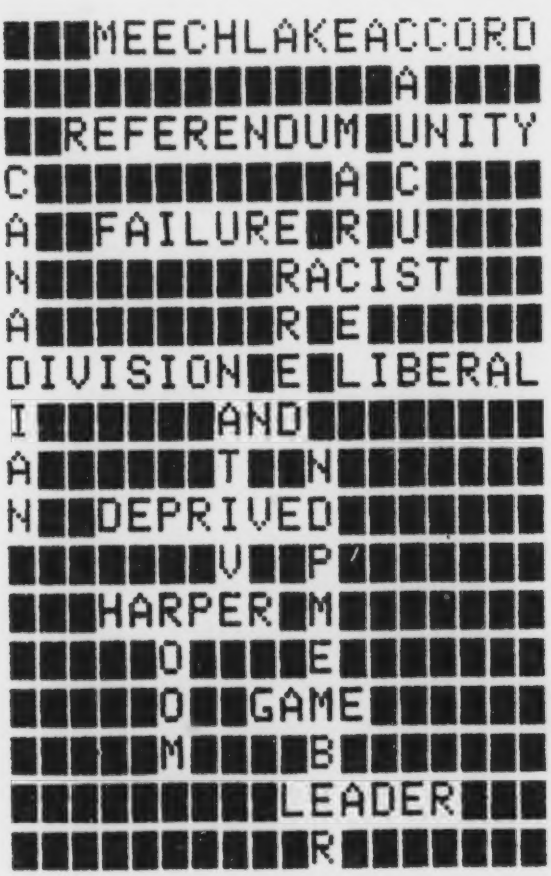
2) Incorrect/Correct Spelling:

1. racist
2. game
3. unity
4. native
5. Liberal
6. deprive
7. failure
8. caucus
9. riding

3) Write Correct Spelling:

1. racist
2. unity
3. native
4. Liberal
5. caucus

Level C "Grits Goaded over Harper" Crossword Answer Key:



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HARPER TAKES LIBERAL NOMINATION BY ACCLAMATION

Pre-Reading Activity:

- Vocabulary: nomination, acclamation

- Discuss the heading. What do you think this article is about? What does acclamation mean? We discussed nomination in the last article, what information should there be about Harper's nomination in this article?

Go Over Vocabulary:

Murphy	official
filed	support

Learners Read the Article:

- Again, the Level I article should be read onto tape or read with the learner(s).

Post Reading Activities:

Add Information to Flipchart Notes:

- As a class, discuss the article and add any new information, regarding Harper, to the flipchart notes.

* Discuss Biographies (Appendix 4). Using all notes and class discussions, write a biography of Elijah Harper together as a class.

* You may want to do another assignment similar to the Elijah Harper one before you move on to having the learners do research and interviewing on their own. There is a short activity on Crazy Horse included for this purpose. The instructor may want to research this further for more information on Crazy Horse using encyclopedias and possibly history books.

* When the students start doing their own biographies including notes, letter writing, etc. the instructor may want to use the students writing to choose spelling errors to work on. Appendix 5 has a LOOK, COVER, WRITE, CHECK student work-sheet you can use for this.

Instructions for Student Activities:

- All Levels: Do the questions at the bottom of their respective article and the spelling activities in Student Activity book.

Answers For Student Activities:

Answers for Level A:

1. To get a Liberal candidate.
2. Harper
3. The Bayline & The Port of Churchill
4. a) NDP b) Liberal
5. He will be hard to beat; he has done a lot of work
6. answers will vary

Answers for Level B:

1. To select a Liberal candidate
2. Looking after native interests
3. The Bayline & The Port of Churchill
4. a) NDP b) Liberal
5. He will be hard to beat; he has done a lot of work
6. answers will vary

Answers for Level C:

1. to select a candidate to represent the Liberal party in the Churchill Riding in the upcoming Federal Election.
2. Elijah Harper
3. The Bayline & The Port of Churchill
4. a) NDP b) Liberal
5. his Island Lake supporters
6. he is a formidable opponent who's done a lot of work
7. answers will vary

CRAZY HORSE

You may want to simplify the Crazy Horse article for students at Stage 2 or 3

Answers for Chief Crazy Horse: "A Mountain Statue"

Understanding the Words:

1. memorial — inhabitants — transforming — visible
2. founding — task — gigantic

Knowing the Facts:

1. Sioux
2. a dedicated sculptor
3. founding a complete university.
4. Thunderhead
   Sentences that are true:
5. Ziolkowski began his work in 1957; Thunderhead is near Mt. Rushmore; Ziolkowski has made a smaller model of the statue he hopes to complete.

Organizing Ideas:

1. answers will vary: Students should be encouraged to guess at answers.
2. Ziolkowski is actually transforming the whole mountain into a gigantic statue.

Studying Word Structure:

1. a) impossible - not possible; b) incomplete - not complete; c) invisible - not visible; d) unfinished - not finished; e) imperfect - not perfect.
2. a) largest; b) want of food; c) strong; d) to have common sense, knowledge.

Answers for: Crazy Horse and the Black Hills

Understanding the Words:

1. travellers; enchanted; determined; resisted
2. c, a, d, b
3. Settlers bought supplies at the posts scattered along the frontier.

Knowing the Facts:

1. They would not take the Indians' land
2. All of America seemed enchanted with the west, the nation was expanding
3. gold
4. He died in a fight with guards

After reading the selection, students are asked to respond to these questions. Students should attempt to write several paragraphs. They should be learning to present an argument based on their conclusions and reactions to the reading.

Extending Ideas:

1) Students may include ideas such as:

Yes	No
Crazy Horse is a good model because he stood up for Native people. Crazy Horse didn't give in. He kept up the fighting spirit wherever he was.	Crazy Horse is not modern. His values are old fashioned and not relevant for nowadays.

2. Students answers should include: agents offered presents and made promises so that the Indians would leave the pioneers alone.

3) Student answers should include: White men believed they had the right to move West. They didn't have any regard for Natives and so they believed it didn't matter if treaties were broken. They wanted the gold form the Black Hills.

Organizing Ideas:

1. American Indians
2. A Before the White Man Came
   B The Westward Movement
   C A Warrior's Defeat

Studying Word Structure:

1. a) trade; b) agree; c) settle; d) move
2. a) pi pioneer; b) riz uprising; c) to territory; d) rez reservation.

Answers to I "Working on Grammar":

a) Suffix ending in "ing":

meeting	representing	changing
Riding	during	switching
talking	complaining	upcoming
backing	winning	addressing
expanding	involving	

b) Plural form:

papers	parts	supporters
interests	MLAs	changes
parties		

c) Suffix ending in "ed":

advertised	announced	talked
crossed	revolved	utilized
stirred	explained	consulted
helped	added	described
scheduled		

d) Add "ing":

meeting	changing
riding	switching
coming	winning
addressing	involving
representing	talking
backing	complaining
expanding	

e) Plural form:

papers	parts
interests	supports
parties	changes

f) Add "ed":

advertised	talked
revolved	stirred
consulted	added
scheduled	crossed
announced	explained
utilized	described
helped	

Answers to II "Vocabulary Development":

DEFINITIONS:

Nomination	- name for office
acclamation	- uncontested election
select	- carefully chosen
represent	- to act for
forgone	- to give up; deny oneself
prior	- going before
brief	- said in a few words
policy	- a line of conduct of a government
specific	- definite
controversy	- a dispute
consulted	- ask advice of
formidable	- hard to overcome
opponent	- one who takes the opposite side

ADDITIONAL RESOURCES FOR NATIVE PEOPLE

* In the filmstrip, "Native People and Their Careers" is a list of suggested pre-viewing discussion questions you may want to do, then show the filmstrips. There are also post-viewing discussion questions included. (filmstrip available from Northern Literacy Office).

* You may also want to do the same thing with the filmstrip, "Native People in Canada's Wars". There are pre-viewing and post-viewing questions available for you in the accompanying pamphlet. (available from Northern Literacy Office)

* You may want them to do research on some of the people mentioned in the above brainstorming session or from the filmstrips by doing personal interviews (Appendix 1), writing letters (Appendix 2) or using newspapers, books, and periodicals.

* You can have the learners do their own biography on a native person they know who has been recognized for his/her contribution to native culture. It may also be someone who has not yet been recognized who they feel has made a contribution. It may also be a person who has an interesting story to tell about his/her life experiences. These profiles can be combined in a book of Native People. You may want to make a book about "Native People in Our Community" or "Native People in our Class". Have the learners interview or do research on people in the community or other learners from their class. These can be read onto tape for other learners to listen to.

* This research can also be made into a class project where everyone gathers information on the same person. The combined information can be put together in a format agreeable to everyone. (a pamphlet, book, leaflet, etc.)

* Questions related to native people has been added to the end of this unit. This can be put onto cards and used as a trivia game.

* There are also word search puzzles added to this unit which the instructor may want to use during the study of this unit.

* Posters and information on prominent native people can be obtained from the address below:

National Native Role Model Program
P.O. Box 876
Kahnawake, Quebec J0L 1B0

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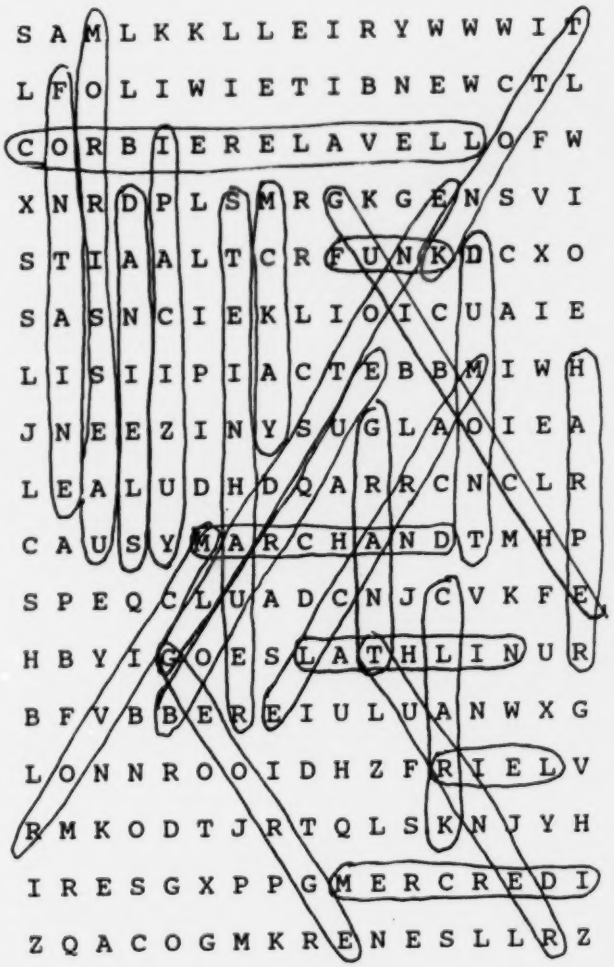
SUPPLEMENTARY

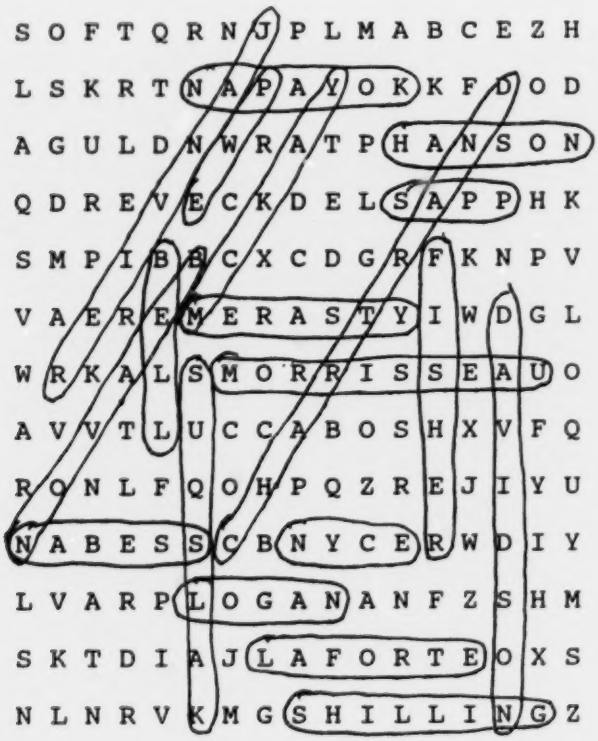
WORD SEARCH ACTIVITIES

ANSWER SHEETS

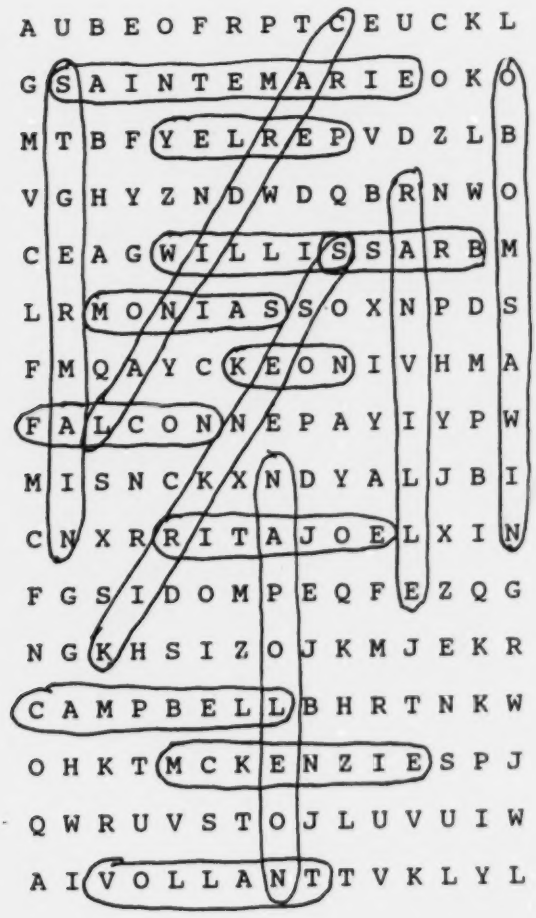
NATIVE POLITICIANS WORD SEARCH ANSWER KEY:


S A M L K K L L E I R Y W W W I T
L F O L I W I E T I B N E W C T L
C O R B I E R E L A V E L L O F W
X N R D P L S M R G K G E N S V I
S T I A A L T C R F U N K D C X O
S A S N C I E K L I O I C U A I E
L I S I I P I A C T E B B M I W H
J N E E Z I N Y S U G L A O I E A
L E A L U D H D Q A R R C N C L R
C A U S Y M A R C H A N D T M H P
S P E Q C L U A D C N J C V K F E
H B Y I G O E S L A T H L I N U R
B F V B B E R E I U L U A N W X G
L O N N R O O I D H Z F R I E L V
R M K O D T J R T Q L S K N J Y H
I R E S G X P P G M E R C R E D I
Z Q A C O G M K R E N E S L L R Z

NATIVE ARTISTS WORD SEARCH ANSWER KEY:


S O F T Q R N J P L M A B C E Z H
L S K R T N A P A Y O K K F D O D
A G U L D N W R A T P H A N S O N
Q D R E V E C K D E L S A P P H K
S M P I B B C X C D G R F K N P V
V A E R E M E R A S T Y I W D G L
W R K A L S M O R R I S S E A U O
A V V T L U C C A B O S H X V F Q
R O N L F Q O H P Q Z R E J I Y U
N A B E S S C B N Y C E R W D I Y
L V A R P L O G A N A N F Z S H M
S K T D I A J L A F O R T E O X S
N L N R V K M G S H I L L I N G Z

NATIVE WRITERS & MUSICIANS WORD SEARCH ANSWER KEY: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V G H Y Z N D W D Q B R N W O
C E A G W I L L I S S A R B M
L R M O N I A S S O X N P D S
F M Q A Y C K E O N I V H M A
F A L C O N N E P A Y I Y P W
M I S N C K X N D Y A L J B I
C N X R R I T A J O E L X I N
F G S I D O M P E Q F E Z Q G
N G K H S I Z O J K M J E K R
C A M P B E L L B H R T N K W
O H K T M C K E N Z I E S P J
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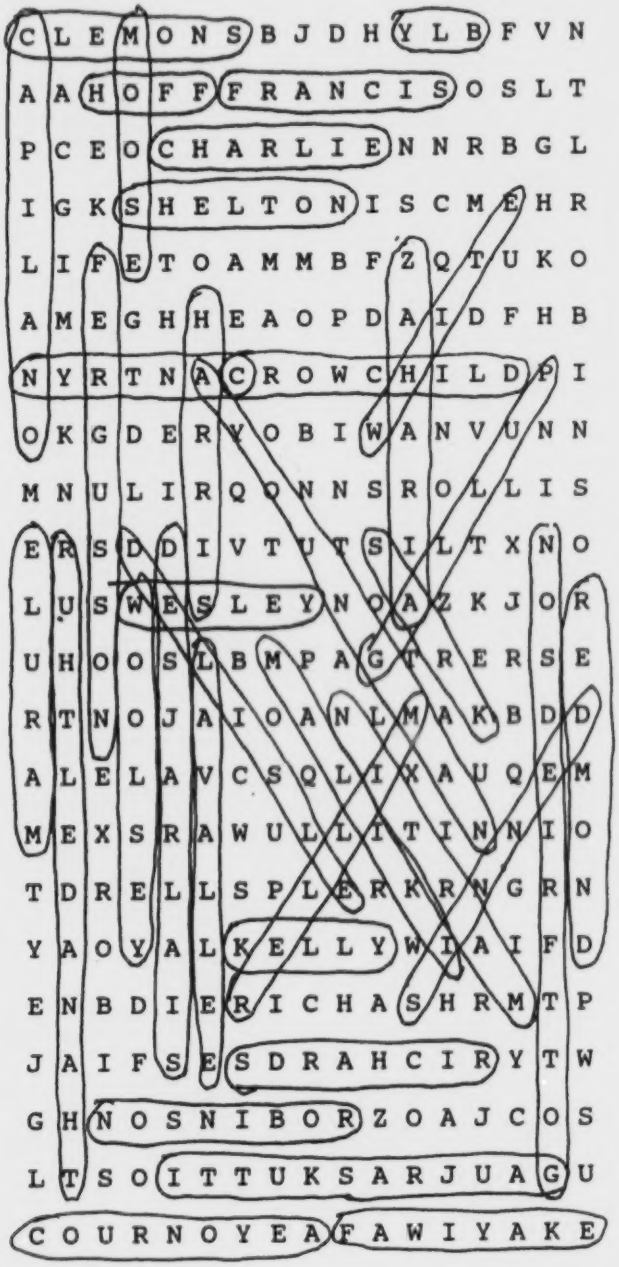
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L I F E T O A M M B F Z Q T U K O
A M E G H H E A O P D A I D F H B
N Y R T N A C R O W C H I L D P I
O K G D E R Y O B I W A N V U N N
M N U L I R Q O N N S R O L L I S
E R S D D I V T U T S I L T X N O
L U S W E S L E Y N O A Z K J O R
U H O O S L B M P A G T R E R S E
R T N O J A I O A N L M A K B D D
A L E L A V C S Q L I X A U Q E M
M E X S R A W U L L I T I N N I O
T D R E L L S P L E R K R N G R N
Y A O Y A L K E L L Y W I A I F D
E N B D I E R I C H A S H R M T P
J A I F S E S D R A H C I R Y T W
G H N O S N I B O R Z O A J C O S
L T S O I T T U K S A R J U A G U
C O U R N O Y E A F A W I Y A K E

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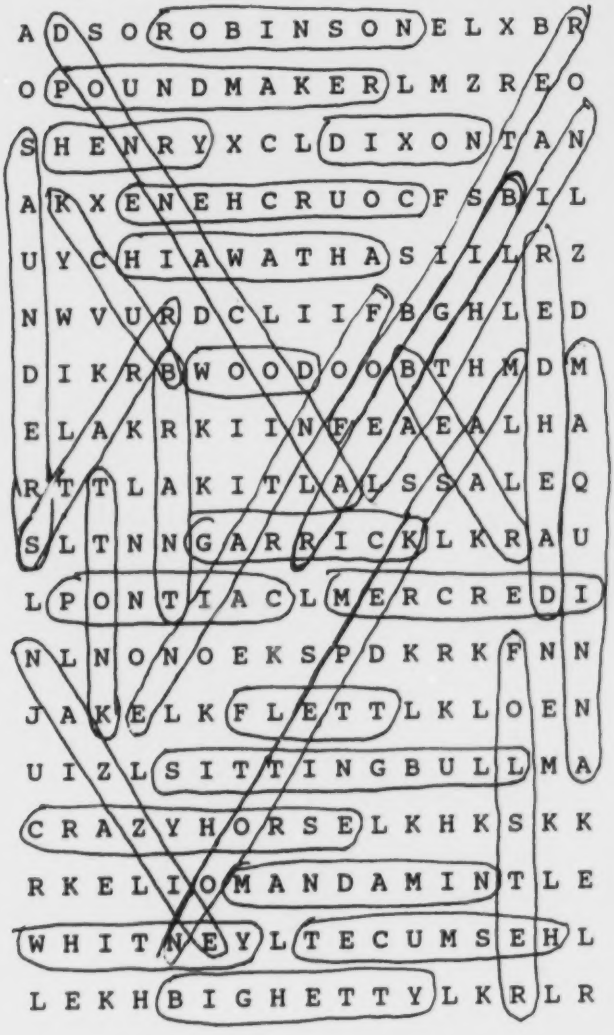
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U Y C H I A W A T H A S I I L R Z
N W V U R D C L I I F B G H L E D
D I K R B W O O D O O B T H M D M
E L A K R K I I N F E A E A L H A
R T T L A K I T L A L S S A L E Q
S L T N N G A R R I C K L K R A U
L P O N T I A C L M E R C R E D I
N L N O N O E K S P D K R K F N N
J A K E L K F L E T T L K L O E N
U I Z L S I T T I N G B U L L M A
C R A Z Y H O R S E L K H K S K K
R K E L I O M A N D A M I N T L E
W H I T N E Y L T E C U M S E H L
L E K H B I G H E T T Y L K R L R

APPENDICES

APPENDIX 1

Interviewing:

Few Activities combine listening, speaking, reading, and writing as effectively as interviewing. In addition, it provides students with experience in interpersonal communication, critical thinking, and questioning skills. It also demonstrates the critical linkages - as well as the differences - between oral and written language.

Interviews can be conducted in an almost infinite variety of situations and in conjunction with virtually any theme. Interviews, as well as the critical preparation for interviewing, can be conducted individually, but this procedure lends itself especially well to pairs or small groups.

The following is an outline for one interview procedure.

1. Choose a subject:

   Depending on the focus of the theme and the nature of the assignment, have students choose an individual and/or situation that interests them. They might list names of interesting people, occupations, or positions they would like to explore, then choose one that seems most practical, interesting, and appropriate for an interview. They might try a quick write on the occupation or person - Why does the person or situation interest me? Who might be a good person to interview? How much do I already know about the situation? What else do I want to learn? What can I expect to learn from my interview subject? Students then review the quick write and see if the potential interviewee holds up to scrutiny.

2. Identify the audience:

   Encourage students to examine who the audience is for the interview. Will the interview be presented to the entire class? Only to a few who are interested and knowledgeable? Will it be published for a more extended audience? By addressing what the audience knows - and what they need to know - the student is beginning to think about the kinds of questions to be pursued and the form in which the interview will be reported.

3. Arrange the interview:

Help the student decide on an appropriate way to approach the interview subject - this might be role played in class. Assure students that most people are flattered to be asked to an interview. Help student identify what is important for the interviewee to know: who the student is, the nature of the project, and exactly what is expected. Students then contact the subject and obtain agreement. A specific time and place for the interview is arranged.

4. Plan the interview:

This is the most critical stage of the interview. If the interview is well planned, it generally goes well. Have students think about what information they want or need, but also encourage flexibility. Role plays of interviewing can be very effective and help the interviewer gain confidence. Discuss different questioning techniques and the characteristics of well formed questions for different purposes (e.g., open-ended questions for range and flexibility; closed questions for specific information). Encourage students to write out their questions and try them on each other.

5. Conduct the interview:

Although the students can take notes, taping the interview and transcribing it later generally works best. The tape recorder allows the interviewer to listen more and to practise good active listening techniques. It also allows him or her to concentrate on adjusting questions in order to get the desired information. Be sure to get permission from the person being interviewed to have them recorded.

6. Write up the interview:

This can take many forms. Transcribing the interview can be the end product, or it can provide material for a more sophisticated report that requires the student to synthesize, summarize, and paraphrase the collected information. More elaborate drafts will require consideration of focus, angle, audience, purpose, etc.

7. Present the interview:

Considerable revising and editing can be incorporated at this stage as students shape their interviews into final drafts. Individually or with partners, they can discuss the interview orally, summarizing what they learned and clarifying points with direct quotation. Written transcripts can be circulated as can final drafts. You may wish to have students present the interview as a newspaper article, or as a radio or TV segment.

Sample Questions for Interview:

Name: Birthdate:
Birthplace:
Family: Parents:
Spouse:
Children:
Present Job: How Long:
Responsibilities at this Job:

What qualifications did you need to get this job?
Other jobs held previously relating to Native issues or Native culture. (eg. trapping, M.M.F., band, etc.) Responsibilities and experiences at each. What kinds of things were accomplished or experienced by the organization while you were there?

Education:

	Grade	Where	Experience
Elementary			
High School			
College			
University			

Sports, Clubs, Hobbies and Interests in School:

Interesting events in your life that would add to my project: eg. fishing & hunting trips; life in earlier times compared to now; family get togethers, etc.

Present sports, clubs, hobbies and interests.

Do you have any pictures, news articles or other things I can use to make my presentation to class?

APPENDIX 2

Letter Writing:

All business letters should follow these general points. The information you give in the letter will depend on the kind of business letter you are writing.

Margin: Leave a margin of at least one inch on each side of your paper. Leave at least one inch at the bottom of your paper.

Address of Sender: If your paper has a letterhead with your office address, you need not write your address. If it does not, then put your address in the upper right-hand corner.

Date Line: Put the date under your address.

Inside Address: This address gives the exact name of the person, firm, or organization you are writing to. If you are not writing to a certain person in the organization, then start with the name of the organization. The inside address is placed even with the left margin. It is separated from the sender's address by a double space.

Salutation: The salutation is placed even with the left margin. It is separated from the inside address by two spaces. When writing to an individual, use the salutation "Dear _____:" filling in the blank with the person's name. When writing to a firm or organization rather than to an individual, you may use one of the salutations listed:

Gentlemen:	Dear Sir:	Dear Madam:
Ladies:	Dear Sirs:	

Body of the Letter: Separate the body of the letter from the salutation by a double space. To start new paragraphs in the body of the letter, you can follow one of two styles. You can indent the first line of each paragraph. Or you can start the first line at the left margin and double space between paragraphs.

Make your letter clear and correct. The opening sentence should state what you are writing about. Don't be abrupt, however. State your business in a polite way.

Give correct information. Check your facts to make sure that they are correct. Make your facts definite.

Use natural standard English. You don't need to use big words or long sentences. You can express yourself more clearly with short words and simple sentences.

Make your letter brief. Most business people will not take time to read long letters. Usually one page will be enough if you stick to your subject.

Be polite.

Closing: The closing for a business letter is one of the following:

Very truly yours,	Sincerely yours,
Yours truly,	Yours very truly,

Start the first word in the closing with a capital letter. Put a comma after the closing.

Signature: Sign your first and last names. If you are typing the letter, you will sign by hand and type your name under your signature.

Sample Letter:

Mary Candline
Box 2550
The Pas MB R9A 1M4
August 30, 1992

Native Adult Education Resource Centre
Box 610
Salmon Arm B.C. V1E 4N7

Dear Sir/Madame:

I am writing to request a list of resource material for Adult Education.

I am an instructor for Adult Literacy and require more materials for my class library. I understand that your Resource Centre has a number of materials pertaining specifically to teaching adults.

Thanking you in advance for your attention to my request.

Yours truly,

Mary Candline

APPENDIX 3

Brainstorming:

Although it can be used individually, this technique is particularly designed to tap into the collective energy, creative potential, knowledge, and ideas of a group. A brainstorm is literally a sudden idea, a flash of inspiration. In an individual situation, this means listing every idea, experience, thought or description that comes to mind on a topic. In the group context, it is an excellent vehicle for generating group participation and emphasizing the value of collective thinking.

The following important ground rules for brainstorming should be noted:

* **No putdowns - there are no bad ideas.** When negative comments are not allowed, the participants feel free to say whatever comes to mind.

* **Record everything.** No ideas are thrown out - all ideas are accepted and recorded, even the craziest and seemingly useless.

* **Go for quantity.** Work for a large number of ideas - many will be workable and creative. When everyone is working to get all their ideas out, brainstorming can become exciting.

* **Expand.** A small idea can develop into a larger one, and one person's idea can trigger ideas in others.

* **No discussion.** Discussion or criticism should not take place at this point; evaluation can be carried out later.

* **Stick to a time limit.** Although a time limit (ie. 5 or 10 minutes) is not necessary, limits can give energy to the brainstorming as it encourages participants to get ideas out in a hurry. It also relieves the pressure of feeling the group must continue until all possibilities are exhausted.

In order to keep the creative flow, you may wish to have students with less advanced writing skills use a tape recorder to record their ideas; this tape can later be transcribed.

Brainstorming can be used in a number of situations. It can be used to generate possible solutions to a problem; identify topics for study or a list of resources; or to identify words, feelings, or ideas related to an issue.

Whatever the purpose, have participants come up with as many ideas related to the topic or question as possible. Once the ideas have been exhausted or the time limit is reached examine and evaluate the list. If small groups were used for the brainstorming process, it would be beneficial to combine groups' lists at this point. Which are the most interesting, feasible, and potentially productive ideas? The final step is to apply the information generated in the brainstorming session to the task. The information may provide the basis for class or small group discussion, questions to put forward for a panel discussion or interview or prewriting for a paper.

APPENDIX 4

Biography:

A Biography is a written history of someone's life.

Choose someone from the past, someone from the present, or even someone you create in your imagination. Read over the outline format below. Then, make an outline to tell about the "who" you have chosen. Describe as many things about your "who" as possible. (use reference materials for factual information).

I. Who (Tell about who your person is and what he or she does or did.)

A. Physical Description

1.
2.

B. Career Description

1.

a)
b)

2.

II. Where (List facts about where your "who" lives or lived.)

III. When (List facts about the time period in which your "who" lives or lived.)

APPENDIX 5

Spelling:

LOOK, COVER, WRITE, CHECK METHOD

LOOK carefully at the word you want to learn. Say it aloud and try to "picture" it in your mind. Focus especially on the part of the word you want to learn.

COVER the word and say it again.

WRITE the word in your normal handwriting. Say the word as you write it.

CHECK to see if you have got it right. If you have made a mistake, copy the whole word out again.

****

PRACTICE the word at least 3 times in a week.

* Spend about five minutes every other day practicing your words.
* Spread out your practising: remember you are getting the word into your long term memory.
* Each time you write the word, try to picture it in your mind. Remember, if you make a mistake, don't just put in the part you got wrong, write the whole word out again.
* Good handwriting can help you learn your spellings.
* At the end of a week, get someone to test you on your words.
* Keep a list of the words you have been working on. Retest yourself on "old" words occasionally.
* If you find you have forgotten some words, don't worry. You have been trying to learn too many at once. It is better to learn one or two words every week than to fail to learn fifty.

LOOK, COVER, WRITE, CHECK

Student Worksheet

List of Words	Once (1X)	Twice (2X) 2 days later	Three X (3X) 3 days later
_____	_____	_____	_____
		_____	_____
			_____
_____	_____	_____	_____
		_____	_____
			_____
_____	_____	_____	_____
		_____	_____
			_____
_____	_____	_____	_____
		_____	_____
			_____
_____	_____	_____	_____
		_____	_____
			_____
_____	_____	_____	_____
		_____	_____
			_____

APPENDIX 6

Meech Lake Accord:

The goal of the Meech Lake Accord was a perfectly laudable one - to obtain Quebec's endorsement to the Constitution Act of 1982, from which Quebec had excluded itself. When proposed by Prime Minister Mulroney in 1987, the Meech Lake Accord was intended as another amendment to the Constitution. Its purpose was to respond to five demands presented by Quebec as the condition for its signing the Constitution.

The Prime Minister summoned the ten provincial premiers for two meetings - the first at Meech Lake (April 30, 1987), the second in Ottawa (June 3, 1987). They met in secret. They emerged with a final document which was to be ratified by Parliament and the ten provincial legislatures within three years.

As of June, 1991, only four of the original ten premiers remained in office.

The Accord was readily ratified by Parliament initially by eight of the ten provinces. However, elections took place which brought about a change of government in three provinces, with three new premiers, namely: Frank McKenna New Brunswick replacing Hatfield; Gary Filmon in Manitoba replacing Pawley; and Clyde Wells of Newfoundland replacing Peckford.

Each of these new Premiers vehemently opposed the Meech Lake Accord.

The Meech Lake Accord died in the Manitoba Legislature hours before it was to be taken to a vote in the Newfoundland House of Assembly. It died in Manitoba because a native MLA named Elijah Harper Jr. refused to give the unanimous approval necessary under Manitoba law for dispensing with public hearings before having a vote on the Accord. It died when this Ojibway Cree Indian, representing the constituency of Red Sucker Lake in northern Manitoba, held an eagle feather in his right hand at 12:24 p.m, (noon) on Friday June 22, 1990 and said a single quiet word - "NO." This happened even though at the eleventh hour the Prime Minister had offered to set up a royal commission on aboriginal affairs in the hope of gaining native approval to the Accord.

The events in the Manitoba legislature led Premier Wells to rightly conclude there was no purpose in having his legislature vote on the Accord since its rejection in Manitoba had ended any possibility of the Accord achieving the necessary unanimity.

Mr. Mulroney, in his anger, however, deemed it more expedient politically to blame Clyde Wells rather than a native Indian from Manitoba for what was really his own personal failure.

It should be pointed out, however, that the Meech Lake Accord failed for other reasons than the objection of certain premiers. It failed because the people of Canada did not want it, and their voices had not been heeded. Canadians opposed the Accord for two reasons: both for what it said, and for how it was created; in other words, both because of its content and because of the process which attempted to force its adoption.

ITS CONTENTS:

Quebec had five original demands as conditions of its acceptance of the 1982 Constitution Act:

- recognition of Quebec as a "distinct society"
- increased powers for Quebec over immigration
- a role for Quebec in the appointment of Supreme Court judges;
- removal of any restrictions over how federal money is spent by Quebec in shared-cost programs (such as education, health and welfare) including the right to opt out and receive compensation;
- the right of Quebec to a veto over all future constitutional changes.

The Meech Lake Accord would have granted all of Quebec's demands and in addition would have added two more not included in Quebec's original proposals, namely:

- the right of provincial governments to nominate Senators, the final selection remaining with the federal government
- annual constitutional conferences of the Prime Minister and provincial Premiers (which might have led to more closed sessions of the Meech Lake type).

In order to get the approval of the other nine premiers to the concessions being granted to Quebec, Mr. Mulroney offered similar powers to all the provinces, thus weakening the central government in its role as the nation's unifying force. It would have meant a transfer of powers away from the federal government at a time when Canada needed (and still needs) strength at its centre, an authority to speak for all Canadians, to arbitrate on national issues, to overcome regional disparities and to fulfill a leadership role in respect to social, economic and environmental concerns. Though Quebec had legitimate demands that needed to be addressed, the real fault lay in the attitude of the other nine premiers who so readily accepted powers that rightly belong to the central government. It was their attitude, even more so than Quebec's, which deserves criticism.

The Accord would have given Quebec the power to "preserve and promote" its "distinct society". It failed to take into account the interests of natives, women, minorities and northerners. It preserved the English-French duality of Canada. It gave to every province a veto over major constitutional changes, so that any one province could block amendments in future.

NATIVE REACTION:

Native people were incensed that a fundamental change in the Constitution would have excluded them altogether from the process.

It was not a long leap from the Meech Lake fiasco to the Oka crisis which arose during the summer of 1990, within weeks of the collapse of the Accord. That event was more than a quarrel over a piece of land which the Mohawks claimed was theirs. It was a manifestation of wider native discontent, inflamed by disregard for their interests in the constitutional scheme.

The Meech Lake Accord had set off a chain reaction amongst native peoples. While Quebec was making demands for some form of sovereignty, a minority within Quebec's own borders was demanding sovereignty for itself. The Mohawk stance against Quebec was really a mirror image of what Quebec was demanding from Ottawa. Yet the Quebec government said it would never accede to native demands. In the end, when Quebec had to call on the Canadian government to send in troops to restore order, its dependence on Canada became glaringly apparent.

In essence, the reaction of natives to the Meech Lake affair was an acceleration of their demands for recognition. This would manifest itself during the months ahead by further episodes across Canada in the form of standoffs, road blockades and even violent encounters. The Meech Lake affair had set off a disintegrative force - Quebec against Canada, natives against Quebec.

Taken from: Canada's Constitutional Crisis; by
Bowker, Marjorie; Lone Pine Publishing,
206, 10426 - 1st Avenue; Edmonton, Alberta
T6E 1X5.

APPENDIX 7

The Aboriginal Justice Inquiry:

In law, with law, and through law, Canada has imposed a colonial system of government and justice upon our people without due regard to our treaty and Aboriginal rights. We respect law that is just, but we cannot be faulted for denouncing those laws that degrade our humanity and rights as distinct peoples.

Ovide Mercredi
Berens River

The Aboriginal Justice Inquiry was created in response to two specific incidents in late 1987 and early 1988.

The first of these was the November 1987 trial of two men for the 1971 murder of Helen Betty Osborne in The Pas, Manitoba. Both the chief of The Pas Indian Band and the mayor of The Pas called for a judicial inquiry that would examine questions related to the murder, including why it had taken 16 years to bring the case to trial.

On March 9, 1988, J.J. Harper, executive director of the Island Lake Tribal Council, died following an encounter with a City of Winnipeg police officer. In this case as well, numerous individuals requested the creation of a judicial inquiry.

These two incidents were seen by many as troubling examples of the manner in which Manitoba's justice system was failing Aboriginal people.

On April 13, 1988 the Manitoba government created the Public Inquiry into the Administration of Justice and Aboriginal People, which we refer to as the Aboriginal Justice Inquiry, by Order-In-Council. The Order-In-Council was replaced later by a statute, subsection 3 (1) of which provides:

> The commissioners shall investigate, report and make recommendations to the Minister of Justice on the relationship between the administration of justice and aboriginal peoples of Manitoba, guided by but not limited to the terms of reference set out in the Schedule.

The Schedule provides:

> The purpose of the commission is to inquire into, and make findings about, the state of conditions with respect to aboriginal people in the justice system in Manitoba and produce a final report for the Minister of Justice with conclusions, options and recommendations.

The commission's deliberations are to include consideration of all aspects of the cases of J.J. Harper and Helen Betty Osborne, and the commission may make any additional recommendations that it deems appropriate with respect to those cases, including a recommendation that there be further consideration of particular matters or further inquiry into any aspect of either case.

For the general questions about how the justice system dealt with Aboriginal people, it was decided that this inquiry should hear directly from Aboriginal people. They visited over 36 Aboriginal communities. Hearings were also held in seven other Manitoba communities, including extensive hearings in the city of Winnipeg. They held hearings in five provincial correctional institutions.

Non-Aboriginal persons also were encouraged to make presentations and many, including representatives of various governments, police forces and social agencies, did so. All the presentations that were heard were crucial in coming to an understanding of the problems and in shaping the findings and recommendations made by this inquiry.

Approximately 1,000 people made presentations at these community hearings. These presentations have been transcribed and indexed, and form a permanent record of the proceedings.

In addition to the hearings, research projects were conducted covering a wide range of subjects. A survey of inmates at seven correctional institutions, a survey of Crown and defence lawyers, and a survey of members of the judiciary.

To expand their understanding further, they visited a number of tribal courts in the United States, conducted a symposium on tribal courts and sponsored a conference of Aboriginal elders. In total, they received more than 1,200 presentations and exhibits, held 123 days of hearings, travelled more than 18,000 kilometres in Manitoba alone and accumulated approximately 21,000 pages of transcripts (including exhibits but not including research papers, library materials or written presentations).

The result of all the efforts of the Inquiry is the report entitled: Report of the Aboriginal Justice Inquiry of Manitoba.

Available from: Queen's Printer
200 Vaughan Street, Lower Level
Winnipeg MB R3C 1T5

from which I have extracted the above information. For a full report on the findings and recommendations made by the Inquiry the above report would have to be looked at.

APPENDIX 8

Classroom Management Ideas:

Writing On File:

File stories, poems, etc. by title or subject, written by learners. When you have acquired enough on a subject, compile it into a book for classroom use.

Time Alone:

Make time periodically to spend some time alone with each learner to discuss his/her feelings regarding what they are learning, activities they have been involved in, goals, etc.

Evaluation Input:

If you find some parts of the day or a particular unit has been giving you difficulty, you may find it helpful to talk this problem out with your learners. Why didn't something work? What will make it work better? Their suggestions may shed some light on the situation.

Reference Book:

Have students help compile a class reference book containing daily schedules, fire escapes & procedures in the building, help available in program and so on.

All Set for Visitors:

Visitors to class, including community resource people, volunteer tutors, etc. should be warmly greeted and made to feel comfortable. Introduce the person immediately, prepare the learners by mentioning beforehand, if you know in advance that the person will be there, who the person is, why he/she will be in class and so on.

Study Habits:

Good study habits help the learners progress easier and faster. Discuss study habits with them. Ask such questions as: Do you set aside time each day to study? Do you study in a place where there aren't many distractions? Do you study in a well-ventilated room? re you able to concentrate? Do you study in good light?

Class Orator:

To encourage reading aloud and speaking before a group, establish a job entitled "class orator." This student will read all messages, make all important announcements and so on during the week.

Let's Look It Up:

It doesn't do much good to have an encyclopedia, a world almanac, fact books and so on in the classroom if no one uses them. Encourage the "let's look it up" habit. One way is by consistently looking up questions you have. Students will follow your lead.

Speaker File:

Many relatives, friends and community people may have expertise they could share with the class. Offer them the opportunity by sending letters inquiring if they would like to conduct a demonstration in class. Keep responses filed. At an appropriate time, send an invitation to the person setting up a date and time for the visit.

Learner Concocted Lessons:

Encourage learners to add to your lesson plans by submitting suggestions and activities of their own. You'll likely find some great ideas come from them.

Name Crest:

Ask student to find his or her name in a name book and write down its meaning. Then suggest that they find a way to show the meaning pictorially. Brightly coloured designs can be incorporated in personalized coats of arms.

Biggest, Best, Worst:

Who has the most children? Who has baked the biggest bannock? Who can eat the most hotdogs? Who has the smallest feet, biggest hand, etc. Record information in a class book of records. Include their favourite items from the Guinness Book of World Records. You may want to expand this to include a community record book, recording records from festival events.

Student's Choice:

Encourage everyone to continue experimenting with writing. Try having two baskets for writing assignments - one labelled "mark" and the other labelled "don't mark." With this system you will be reading all papers but marking only those students feel most confident of.

Try the Native Tongue:

Include records, simple books and dictionaries, native language newspapers, posters, and any other writings in your class. Students will begin to pick up a few words. Encourage students to learn and use one phrase or one word a day. Students with Cree or Saulteaux as their own language will enjoy helping others. Students who have native ancestry but do not know the language will feel good about learning their own language.

Almanac of Me:

Students might make individual or class almanacs, including important dates in their lives, important schedules, favourite jokes, recipes, sayings, sports records and so on.

Type it Up:

If possible, obtain a used typewriter from a friend, a local store or at a rummage sale. Put it on a table with a good supply of paper. Encourage students to type messages, notes, letters.

The Case of the Missing Letter: "Spelling":

Write the current spelling list, leaving a letter or two out of each word. Get the student to find the missing letters and rewrite the words correctly. If students have difficulty, you can leave a blank space for missing letters. This way, they only fill in the letter.

What's Fair is Fair:

Organize a class fair. Have students display their biography projects they have done during the year. eg. Poster with pictures for each person researched, books and articles written about that person. They may have done a videotape of an interview with the person. Or a tape recording of information on the person they have done the biography on, etc.

More Print Hints:

Obtain samples of different type faces to show students some of the many ways in which we make our letters. Interested students might try designing their own alphabet. Introduce students to the term typography and obtain some books on this art. Invite them to find as many different kinds of a's or other letters as they can.

Dictionary Detail:

One student finds a word noon else knows. The finder calls out the word to a group of players who listen carefully and then come up with a meaning for it. Meanings are submitted to the finder who reads all of them, including the real one. All vote for the definition they think is the real one. Have a couple groups (be sure someone in the group can write the definition down or have a cassette on hand they can record their definition into).

Book Reviewers:

Students can be critics of books they read or that have been read as a class. Encourage them to write short criticisms of fiction and non-fiction they read or has been read to them, including whether they would recommend the book to someone else and why. Criticisms can be placed in a binder and added to during the year.

Found Words:

Hang a large sheet of butcher paper on a wall. Encourage students to record any words they "find" on the sheet. They can add words they learn as they are doing their research and biographies.

Stalking the Wild Sentence:

Take a famous quotation, proverb, advertising slogan, sentence from their own writing and divide it into a number of words and phrases. Then hide them around the classroom. When they find a phrase, they copy it and leave it in place. The player who finds all parts of the saying and puts it in the correct order wins.

Talking Derby:

To help students with speaking, suggest this speaking activity. You'll need a stopwatch and a tape recorder. Ask them to think of something to say about a predetermined subject (native person) for ten seconds. When she/he is finished, let them listen to the recording. They can write down their times, and try to speak for longer periods of time each time they do this activity.

Who Am I?

Pin a card on a student's back that indicates the name of a native person they have studied. The others will know what the card says. By questioning the others, the student should be able to identify the person in a specified number of questions.

Family History:

Students can interview parents, friends and relatives about recent and long ago family stories. Each student can first transcribe the stories into a "Family Book" and then share some with the class.

Life Problems:

At some time or other, students in your class will go through difficult times. Besides discussing death, a divorce, etc. you might channel them into related reading. Have some articles or books handy for them to read.

Personal Research:

Research techniques can come alive if they are personalized. Begin this activity by asking the learners how they can discover some facts about the day they were born. Was it rainy or sunny? Who was the president of the United States? What movie was showing in local theatres? What book was a bestseller? Who was a sports hero? How much did a hamburger cost? What were the top 10 song hits? On chart paper, write these and other questions suggested by the learners. Have the students copy the list and then use the local library's newspaper file or other books to find the answers. An alternative would be to check with a newspaper co. to see if back copies are still available. The learners can write their findings as news, human interest or feature stories, creative pieces or factual reports. Encourage the use of boastful headlines or titles, such as "Step Aside, World...Here Comes....! or "Why the earth smiled on December 4, 1951! Bind individual materials in booklet form or display them on a bulletin board along with baby pictures and facsimiles of birth announcements.

Read Songs:

Bring Ernest Monias, Buffy St.Marie, Ray St.Germaine or any other native singer into the reading curriculum. In addition to listening, learners can read and learn lyrics. Build skill-building activities based on popular songs.

Be Content:

Tables of content vary depending on their source. Cut out several formats and mount them on heavy cardboard. Discuss the layout differences with students. Then display examples on a working bulletin board or in a learning centre with accompanying duplicated work sheets.

On-Location Library:

Encourage students to help you in planning and assembling a balanced classroom library. Be sure to include dictionaries; reference books; fact, statistic and map books; biographies; science and arts and crafts books, poetry anthologies and books just for browsing.

A Poke of Jokes:

If jokes, puns or riddles spill out in class, put the humour to constructive use in a Class Funnies Collection. Each time such humour is uttered, suggest that a student write it in the collection and include an appropriate illustration or other embellishment to go with it.

Local Library:

The local public library provides a rich resource for learning. Early in the year, arrange for the class to visit the library, meet the librarian, apply for a library card and learn basic procedures. You might mention to the librarian that you'd like your class to use the library and that you'll be in touch when heavy research assignments will be bringing your students in all at once.

Operator Please:

For practice reading and for survival in this telephone-oriented world, have a phone book on hand to help review basics of making calls and finding information. You might provide telephones (not hooked up) and role play situations. Or set up an independent work area.

TV Key:

Each week, list TV programs that you feel would be useful for students to watch. Discuss recommendations with the class. A documentary may be on regarding a native person or a news bulletin. A movie depicting native people. Suggest that they add their own suggestions to the list. At the end of the week, students can give reports criticizing or commending programs they watched.

TV Corner:

Help improve home TV habits. Suggest that the students place a dictionary, atlas, almanac, program schedule, related books and magazines, pad and pencil and other viewing aids near the TV for students to use to answer questions that arise while viewing.

Spellevision:

As homework, ask students to play "spellevision" during one half-hour TV program. To play they should write down all the words they hear during the show that they feel they can spell. The person who writes the most words and spells them correctly wins the game. This can be done in class if you have access to a TV.

Great Moments:

A student has a new baby, a niece or nephew. A student does well in a sport or academic situation. A student has a special visitor at home. A student has just come back from an exciting trip. Memorable moments like these will surely come up. Why not let them live through the year on tape? Student reporters could interview the learner involved. Then whenever a student wishes to "relive" the moment, it's there on tape.

Make an Error:

Find out how closely your learners are observing by occasionally making a mistake in spelling, penmanship or punctuation when writing on the chalkboard or chart paper. Do students catch your mistakes? Can they correct it? You'll be giving students systematic training in proofreading, and they'll delight in catching your mistakes.

Better Letter:

Students will be writing letters during the year - for information, to relatives, to sick friends and so on. Make letter writing an ongoing class activity by setting up a letter writing centre, including stationery, pens, & envelopes. When a student wants to write a letter, he or she will have everything handy, in one spot, to begin writing.

Rack a Book:

Entice students into reading by having a good selection of books in class - but not just on shelves. Have some standing up on tables or magazine stands. You can even use the moulding that runs along the bottom of the chalkboard. A cookbook rack can be used to display an open book.

Magazine Rack:

Suggest that students who subscribe to magazines bring in old copies to share with the class. Magazines could be displayed on a bulletin board or an easily constructed rack. Occasionally you might ask local magazine stores for unsold back issues that will be thrown out.

Looker-Uppers:

If your students are grouped for formal reading sessions, appoint one per day to be the word-looker-upper for the group. As the group reads, the looker-upper writes down the definitions of words students don't understand. Words and definitions can be kept in the group's reading notebook and reinforced during later sessions.

Pick and Choose:

Try leaving idea books intended for teachers' use on a table or library shelf. Also leave a note or sign suggesting that students choose activities from the books that they'd like to try. You may find students begin filling independent work time with a new array of activities.

Families on Display:

Mention that each week a student and his or her family will be on display. When it's a certain persons turn, he or she can bring in family photos, special recipes, a menu from a favourite restaurant and so on. Make a brightly lettered poster announcing the family's name.

Photo Positives:

Photograph students involved in responsible, social or helpful situations. Displaying such pictures on a bulletin board can be a strong motivator in promoting self-esteem and positive values. Photos can be saved until the end of the year to be given as farewell gifts.

On the Lookout:

Watch for students who have well-developed interests in a particular area. Capitalize on this interest by providing additional resources and suggestions for pursuing it. Their interest might infect the whole class. They may be able to be talked into making a class presentation.

What to Do?

Can you answer "What can we do?" questions that come up during the day? One way to always have a ready answer is to keep an ongoing list of ideas and suggestions for things to do. Keep your own resource book of writing topics, ideas that pop into your head during weekend wanderings through bookstores, craft and hobby shops, and any other places.

Class Conference:

As part of the native people unit, hold a mock press conference. Choose two students to be famous people of native ancestry. Have the reporter carefully prepare questions beforehand.

Classroom Hall of Fame:

Suggest that students nominate their favourite sports personalities and give speeches justifying each nominee for the class hall of fame. Follow up with and election. Or, establish a fiction hall of fame encouraging students to select favourite book characters to extol:

* you may want to use local sports people
* you may want to use native singers or politicians.

Rotating Centre:

An ongoing holiday, seasonal or theme centre makes everyday a mini-celebration. The centre could be as simple as an involvement bulletin board, shelf or a table. Related books, learning materials and student-contributed items could be included.

Newsletter:

Organize and plan a newsletter to serve as a forum for students. They could solicit contributions of illustrations, want ads, suggestions for improving the town's image, environmental issues, political issues, etc. These contributions plus students' own editorials, features and so on, could be duplicated several times a year for distribution to interested friends and organizations.

Write Away:

Often newspapers, magazines and teaching aids mention free material available from banks, companies, chambers of commerce, government and so on. To supplement their studies, a committee of students can write letters for such "freebies."

Old Game Boards:

Have students bring in old game boards no longer in use and devise games around a topic of study, using paths on these game boards or cover the game board with blank paper and devise your own paths according to the game you are making.

Crossword Collection:

Compile a supply of crosswords from magazines, newspapers, old books and so on. Keep them on hand for independent practice in many skill areas. Some hints: carefully evaluate the level of each puzzle; keep grading out of the activity, keep in mind that crosswords are games and students should have the choice of whether or not to play.

Guess Who?

Here's a simple game that challenges students' observation skills and at the same time gives each one a glimpse of how others see him or her. To play, the instructor or another student simply gives physical and interest-related clues around the identity of a particular person.

Festival Time:

Every winter and summer annual festival celebrations are held, and many students follow the events closely. Incorporate event results into informal math lessons and writing activities. Such event results can be displayed on a bulletin board or book along with related news clippings and so on. Local winners can be interviewed or a small report made regarding him/her using the radio and newspaper results and comments.

Explore Resumes:

To accompany a unit on types of job opportunities available to men during the fur trade era, initiate a resume writing project. Divide students into groups. Suggest that each group write up a resume for a person applying for a job advertisement: "Needed - Experienced Trapper" or "Needed: Experienced Guide to guide our expedition on a moose hunting trip." Pretend the person has had several jobs in the field, qualifications and experience would have to be listed.

Next Year:

Try to maintain as much contact as possible with students who have been in the program and have moved on. This can be achieved by writing short notes or sending postcards. Such contact will help keep them interested in coming back to the program or keep other students aware of what progress the other student is making if they have moved on to a better job or other educational institution.

Recipe for a Partner:

Group the students into pairs. Ask them to find out what their partners are feeling, what they like to eat, what hobbies they have, etc. Then suggest that they write or talk about a "recipe" for their partners. Example: Necessary ingredients to make Elizabeth are: 2 brown eyes; 1 head of black hair; 1 dazzling smile, etc.

Radio Waves:

Most students do watch TV regularly but do they often listen to the radio? Stimulate interest by bringing in a radio. Post a radio schedule for the week. Students can select programs from the schedule to listen to.

STAGES OF LEARNING

BUILDING A NATIVE CURRICULUM

STUDENT ACTIVITIES

PART 1

Literacy and Continuing Education
417-185 Carlton Street
Winnipeg, Manitoba
R3C 3J1

Manitoba
Education
and Training

BEST COPY AVAILABLE

INTRODUCTION

This workbook has a number of reading, writing, spelling and thinking activities.

The reading selections are organized into three different levels. This is to allow a group of students who are reading and writing at different levels to work on the same information at the same time. Your teacher or tutor should be able to help you select the appropriate selection for your reading level.

If you want to read at a harder level, ask you tutor or teacher for extra help.

The activities should help you and your teacher think of other kinds of materials you might like to read. It should also give you an idea of things you can do on your own to improve.

ACKNOWLEDGEMENTS

The Author of this curriculum is Mary Candline. Mary is an adult educator who has lived and worked in Northern Manitoba her whole life. Mary now lives in The Pas.

The artist who designed the cover is P. Dumas.

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HARPER REFLECTS ON 11 YEARS IN LEGISLATURE:

Level A:

Harper is quitting as MLA, after eleven years. He feels it is time. When he first started, there were few native people elected to office. He was elected in 1981, 1986, 1988 and 1990.

He is proud of his service. The voters have given him their trust and support. They are his first concern. He ran because he believes in the NDP. He believed he could help the native people. He has done some things he set out to do. He says that he acts for the poorest of the poor. The conditions the native people have to live in is a disgrace.

The Meech Lake Accord will always be an important part of native history. Harper helped do away with it in June 1990. The government will not be able to ignore us anymore. He says he will help keep the native people's struggle alive.

There are new leaders who are also willing to help the native people. He feels they can do it. Much remains to be done.

He has helped set up the Aboriginal Justice Inquiry. He is upset that it is being ignored.

He is now thinking about the future. He still wants to be able to work for his people.

Questions For Discussion Or To Write About

1. How many years was Elijah Harper MLA?
2. What years was he elected?
3. Why did he run for this office?
4. What will always be an important part of native history?
5. What else has he set up to help the Native people?
6. If you were elected MLA, what kinds of issues would you help to find a solution for?
7. What kinds of rights do you feel native people should have that they do not have now?
8. What is the "Aboriginal Justice Inquiry"? Find out more about it. Is it important to the native people? Why?
9. What is the "Meech Lake Accord"? Find out more about it. Is it important to the native people? Why?

Level B:

Elijah Harper is resigning from his office as MLA. He says that when he was first elected in 1981, few native people had ever been elected in Canada. He was re-elected in 1986, 1988 and 1990.

He is proud of his services to cabinet. He is also glad he has had the trust of the voters. The voters have always been his first concern.

"I ran because I believe in the NDP. I believed I could help my people. I have been able to do some of the things I set out to do. I have had a lot of stress and pressures. I act for the poorest of the poor. The conditions in which our people live is a disgrace."

"June 1990, when the Meech Lake Accord died, will always be an important part of native history. Never again can they ignore us or treat us lightly. We have made great progress by blocking this Accord and standing up for our rights. I will do what I can to keep our struggle alive."

"We have other leaders committed to our struggle. I feel they will help the native people. Much remains to be done."

He has helped set up the Aboriginal Justice Inquiry. He is disappointed it is being ignored.

He is now thinking about his future. He still wants to be able to work for his people.

1. In what years was Harper elected to office?
2. What is significant about his first election?
3. What has always been Harper's first concern?
4. What are his beliefs that he expresses in this article?
5. What date did the "Meech Lake Accord" die?
6. What is the "Meech Lake Accord"? What is its significance? Find out more about the Accord and write a short report about it?
7. What is the "Aboriginal Justice Inquiry"? Find out more about this a write a short report about it.

Level C: Excerpt from "Canada's Constitutional Crisis"

The Meech Lake Accord died in the Manitoba Legislature hours before it was to be taken to a vote in the Newfoundland House of Assembly. It died in Manitoba because a native MLA named Elijah Harper Jr. refused to give the unanimous approval necessary under Manitoba Law for dispensing with public hearings before having a vote on the Accord. It died when this Ojibway Cree Indian, representing the constituency of Red Sucker Lake in northern Manitoba, held an eagle feather in his right hand at 12:24 p.m. (noon) on Friday June 22, 1990 and said a single quiet word - "NO." This happened even though at the eleventh hour the Prime Minister had offered to set up a royal commission on aboriginal affairs in the hope of gaining native approval to the Accord.

Elijah Harper NDP MLA for Rupertsland, announced that he is resigning his seat in the provincial legislature to pursue other activities:

> "After a great deal of thought over many months I have decided that it is time for me to leave provincial politics. When I was first elected, there were very few aboriginal people who had ever been elected in Canada. In 1981, I became the first treaty Indian elected in Manitoba. I was re-elected in 1986, 1988 and 1990."
>
> I will always value the responsibility and trust given to me by the voters of Rupertsland. It has been an honour to serve them and I am grateful for their support and encouragement. I was privileged to serve in cabinet in the Howard Pawley government, and it was a period I will always look upon with pride."
>
> My first priority has always been to the people of Rupertsland. At all times I have tried to put serving them first. I ran because I believed in the NDP, and I believed that I could accomplish things for the people of Rupertsland."
>
> I have been successful in accomplishing many of the goals that I set when I first was elected. At the same time there have been personal costs. The stress and the pressures on my family and me have taken their toll."
>
> As MLA for Rupertsland, I represent the poorest of the poor in our society. As I have said many times, the conditions in which our people live is a national disgrace."
>
> The events of June 1990 culminating in the defeat of Meech Lake Accord were a watershed in the history of aboriginal people in this country. Prime Minister Brian Mulroney rolled the dice once too often. He assumed that he could once again ignore aboriginal people. He underestimated the determination of the aboriginal people of Canada. We became united as never before.

As the only treaty Indian at the Legislature, I spoke out not just for the people of Rupertsland but aboriginal people everywhere. The victory we won on June 22, 1990 will forever change the relationship of aboriginal people and governments in this country.

Never again can any government ignore us or take our concerns lightly. The inherent right to self-government which was repeatedly refused by the Federal governments and most provinces prior to 1990 is now acknowledged by the majority of Canadians and all provinces.

We have made significant progress by blocking the Meech Lake Accord and standing up for our rights. Much more remains to be done and I intend to do what I can to further our important struggle for justice and fair treatment in this country.

We have a new generation of leaders and young people who are committed to change and progress. I am very pleased to see in the Manitoba Legislature today my colleagues Oscar Lathlin, George Hickes, and Greg Dewar. I am confident that they will continue to represent their individual constituencies and aboriginal people throughout this vast province.

My life changed dramatically with the events of June 1990. I was forced to take a difficult stand under immense pressure. Since then I have been fortunate and honoured to continue our struggle by meeting and working with aboriginal people across this country. The challenges have been great and the work has been fulfilling.

Much remains to be done. I helped set up the Aboriginal Justice Inquiry. I am disappointed and angry that its important recommendations have been ignored by the Conservative provincial government.

For some time now I have been thinking over my future and what I should be doing. Recent events have reinforced my desire to work for my people not just at the provincial level, but on the national and international level.

I am leaving the legislature with a great deal of respect for my leader Gary Doer and my colleagues and friends. I am confident that Gary Doer will be the next Premier and will work hard on the next provincial election whenever it is called".

Activities for Level C: "Canada's Constitutional Crisis".

A.) Vocabulary exercise:

Find the following words in the article "Canada's Constitutional Crisis" Try to figure out the definitions for the words using the meaning from context. Write your definitions for these words. Now look up each of the definitions in a dictionary. See if your definitions match the dictionary definitions. Re-write your definition if you need to.

opposed	unanimous	dispensing
representing	constituency	resigning
elected	recommendations	committed

B. Think and search questions. Fill in the blanks. Find the answers in the article you read.

1. Elijah Harper was the _____, _____ for Rupertsland.

2. In _____, Elijah became the first _____ to be elected in Manitoba.

3. He was re-elected in _____, _____, and _____.

4. He says he will always value _____ by the voters of Rupertsland.

5. Elijah ran for office because he believed _____

_____

_____

6. The events of June 1990 culminated in: _____

_____

7. The victory we won on June 22, 1990 will forever change: _____

_____

_____

8. Elijah helped set up _____

_____

9. The Meech Lake Accord died in the Manitoba Legislature because a native MLA named _____ refused to give the unanimous approval necessary under Manitoba law for _____ _____.

10 It died when this Ojibway Cree Indian, representing the constituency of _____ _____ held an eagle feather in his right hand at 12:24 p.m. (noon) on _____ and said a single quite word "___".

11. Find out more about the "Aboriginal Justice Inquiry" and write a short report on it, to share with the class.

12. What issues, concerning native people, need to be addressed by our politicians. Explain why these issues need to be dealt with.

13. Find out more about the "Meech Lake Accord" and write a short report on it, to share with the class.

GRITS GOADED OVER HARPER:

Level A:

Liberal MP-Brian Tobin is upset with Mulroney. He feels his joke about Harper's nomination is racist. He says that this is setting groups of people against each other. This could be bad for Canadian unity.

Mulroney says that it isn't his comments that will divide people. The division is in Tobin's caucus. The defeat of this party will be because of this nomination.

Elijah Harper has been nominated Liberal candidate for a Manitoba riding. He was an NDP member in 1990. He was responsible for stalling the Meech Lake Accord. He refused the consent needed to allow a vote on the deal.

Chretien says that this is important. Native leaders need to have a voice. Two-thirds of this riding are native. "I will not take away the right they have to choose the leader they want."

A Quebec Liberal MP says that the party may have made a mistake. The damage is done.

Level B:

Liberal MP - Brian Tobin was upset with Mulroney for making a joke about the nomination of native leader Elijah Harper as Liberal candidate in a Manitoba riding. He felt this was being racist.

He says that this is setting groups of people against each other. This could be dangerous to Canadian unity.

Mulroney says that it isn't his comments that will divide people. The division is in Tobin's caucus. By doing this he has made sure the defeat of his party.

As an NDP member in 1990, Harper has stalled the Meech Lake Accord. He has refused the consent needed to allow a vote on the deal.

Chretien says that it is important to give native leaders a voice. Two-thirds of this riding are natives. "I will not take away from them the right to choose the leader they want."

A Quebec Liberal MP said that the party may have made a mistake but the damage is done.

GRITS GOADED OVER HARPER:

Level A & Level B:

Find the following words in the word search puzzle on the next page:

referendum	Liberal
room	NDP
caucus	division
native	Canadian
Marcel	racist
unity	game
failure	deprive
nomination	candidate
riding	comments
Quebec	choose
defeat	party

Word Search Puzzle:

A X C O M M E N T S Z K T M A B O

F G A S B D P Z J G M L S L A K H

C E N H B L N I K R D U J E P S K

L F D T R I D I N G C O H A V I P

Q O I R E J R N P U K N R N O X L

M P D S F Q Z N A R A T O T B P O

R T A S E C Q C R T Y Q D S A T E

P U T F R U J G V L I B E R A L H

W I E I E X J R Q W K V Y K R B S

H T L B N S N D P M S U E C Z N T

A O E D D B P D I V I S I O N C Q

E C D R U X C A N A D I A N U E S

V R O O M F T F G T T E G U X G C

I V M A R C E L S J W Y P U E K H

V L Y V Z U N I T Y M Z A R B N O

O B W P C X C H G A M E U Q I R O

U D E F E A T U F Y V L E W G V S

S H Y N R X Y I D O I E Z J Z A E

B K L J N O M I N A T I O N N A M

N K D O B Y J E F P G F Q Z R F C

Spelling Activities for All Levels

1. Find the following words in the article "Grits goaded over Harper". Try to figure out the definitions for the words using the meaning from context. Write your definitions for these words. Now look up the definitions in a dictionary. See if your definitions match the dictionary definitions. Re-write your definitions if you need to.

caucus	native
unity	Liberal
NDP	division
racist	nomination
candidate	riding

2. One word in each of the following pairs of words is spelled incorrectly. Write the word that is spelled correctly on the line provided. You may use the article to check your spelling.

racist, rasist _____

game, gamme _____

unitie, unity _____

native, nativ _____

Libral, Liberal _____

deprive, depriv _____

failure, falure _____

cawcus, caucus _____

riding, rideing _____

3. In each of the following sentences, one word is spelled incorrectly. Find that word. Then spell it <u>correctly</u> on the line provided.

   1. He feels his joke about Harper's nomination is rasist.

      _____

   2. This could be bad for Canadian unitie. _____

   3. Two-thirds of his riding are nativ. _____

   4. Elijah Harper has been nominated Libral candidate for a Manitoba riding.

      _____

   5. The division is in Tobin's cawcus. _____

Level C: Grits Goaded Over Harper

Mulroney's actions "racist," Liberal MP charges

Prime Minister Mulroney is playing a dangerous game with the unity of Canada and his actions are racist, Liberal MP Brian Tobin charged yesterday outside the Commons.

Tobin criticized Mulroney for goading the Liberal Party over the nomination of native leader Elijah Harper as a Liberal candidate in a Manitoba riding.

"When you play that kind of game, it's setting not individuals against each other or parties against each other but groups of people against each other and that's dangerous to Canadian unity," he said in the Commons lobby.

He later accused Mulroney of holding Harper up "as the symbol of failure to try and curry political favour in Quebec," and said outside the House he thought that was "racist."

Mulroney, who joked after Harper's nomination that Chretien could also get Deborah Coyne - a prime voice on the No side of the constitutional referendum - to run for the Liberals, told reporters after Question Period that it isn't his comments that are divisive.

"The division is nothing that I've said, it's what he's done. And the division is in his caucus.

"Members of his caucus are quoted...as saying he's committed political suicide. By doing this he has assured the defeat of his party. It's his decision that has provoked some very grave consequences for his party."

As an NDP member of the Manitoba legislature in 1990, Harper stalled the Meech Lake Accord -which would have brought Quebec into the constitutional fold - by repeatedly refusing to allow the unanimous consent needed to allow a vote on the deal.

Liberal party members are not denying Harper's nomination has been divisive. But Chretien insisted it is important to give native leaders a voice.

"If the weakest in the Canadian society cannot have the right to run for a party that can form a government it's not a very healthy society," he said, coming out of a caucus meeting yesterday.

"This is the poorest riding in Canada and two-thirds of them are natives. And I will not deprive them of choosing the leader they want. If you want unity in this country, you have to make room for everybody."

Quebec Liberal MP Marcel Prud'homme said earlier yesterday the Liberal party may have erred in accepting the nomination of the native leader but the damage is done.

"It may not have been the best decision, (but) it's done," Quebec MP Marcel Prud'homme acknowledged yesterday.

"If there is any damage, the damage is done."

Level C:

Fill in the crossword using the definitions below (vocabulary underlined in article).

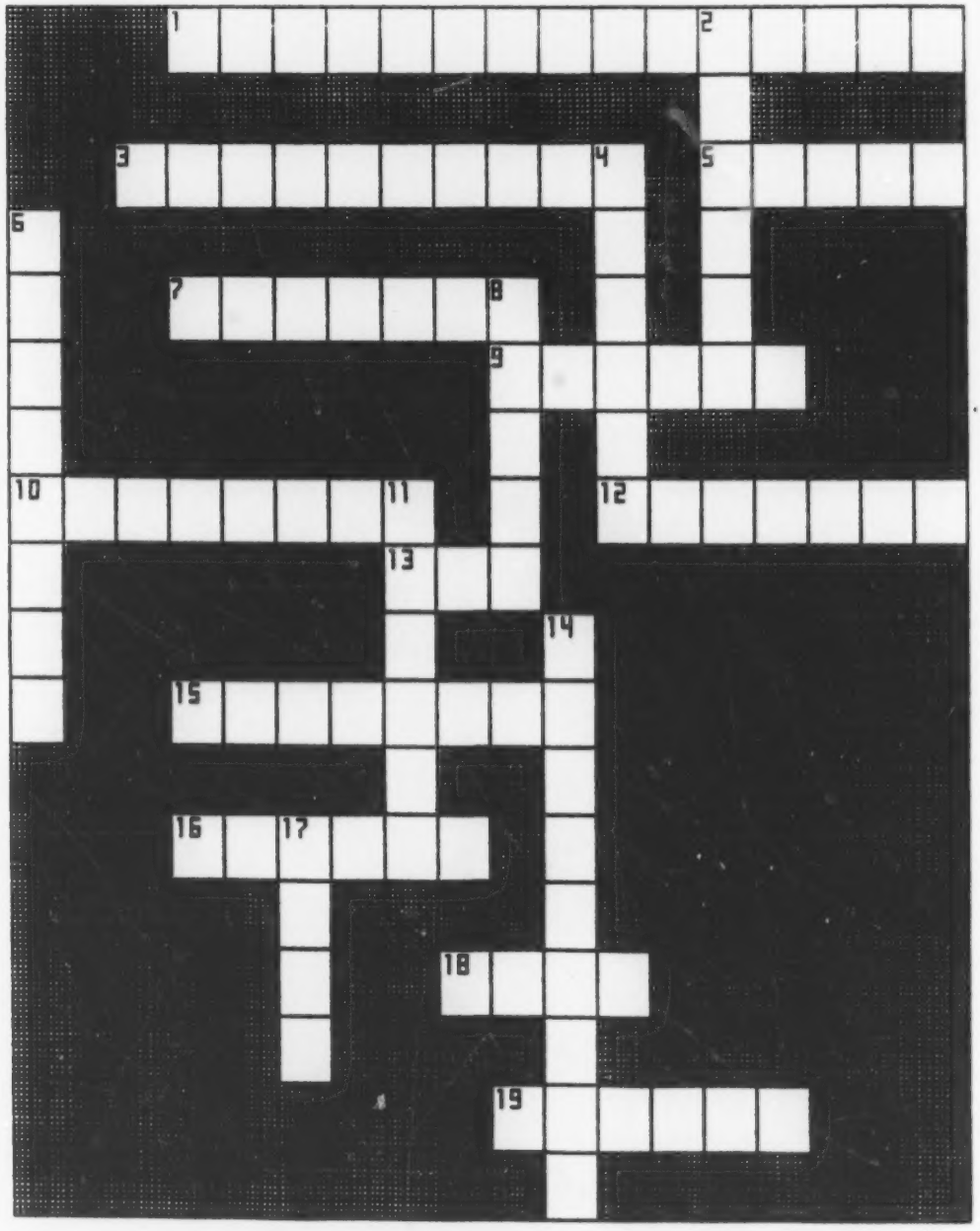
Across:

1. The document that Elijah Harper refused to give approval to. It died on June 22, 1990. (three words)
3. submitting a legislative act to the vote of the people for approval or rejection
5. agreement
7. opposite of success
9. belief that one race is better than the other
10. separation into parts
12. one who belongs to a political group
13. a connective that joins words or phrases
15. take away from
16. Liberal candidate in a Manitoba riding
18. a scheme or plan sometimes not praiseworthy
19. one who guides

Down:

2. a meeting of political party leaders
4. Quebec Liberal MP (April 1993)
6. person born in Canada
8. was mistaken
11. one who is born in a given country
14. a political party in favour of social and governmental change and progress
17. opportunity

Crossword:



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HARPER TAKES LIBERAL NOMINATION BY ACCLAMATION:

Level A:

Harper was in The Pas for a meeting. It was held to get a Liberal candidate. One person filed papers. Harper.

He told the people "I will try to do my best...". He talked about looking at native interests. He said that he would support the Bayline and Port of Churchill. "I would like to see it survive".

He talked about his party change. He was an NDP. He is now a Liberal. He says that his Island Lake supporters agree with him. "I think I can make a difference", he says.

He feels Murphy will be hard to beat. He has done a lot of work.

A meeting will be held in Thompson. The nomination will then be official.

Questions For Discussion Or To Write About

1. Why was the meeting in The Pas held?
2. Only one person filed papers. Who was it?
3. What would Harper like to see survive?
4. What party did Harper belong to before? What party does he now belong to?
5. What are his feelings about Murphy?
6. What kinds of issues would you like to see Harper focus on?

Level B:

Harper was in The Pas for a meeting. It was held to select a Liberal candidate. Only one person filed papers.

Sixteen people came to the meeting. Harper told them, "I will try to do my best...". He talked mostly about looking after native interests.

He also said that he would support the Bayline and Port of Churchill issue. "I would like to see it survive".

He talked about his change in parties. He went from the NDP to the Liberal party. He said that he talked to his Island Lake supporters. They supported this decision. "I think I can make a difference", he says.

He feels Murphy will be hard to beat. He has done a lot of work.

Another meeting has to be held in Thompson before the nomination is official.

Questions For Discussion Or To Write About

1. What was the meeting in The Pas held for?
2. What did Harper talk about mostly at this meeting?
3. What is one thing he would like to see survive?
4. What party did Harper belong to before? What party does he now belong to?
5. What are his feelings regarding Murphy?
6. What issues would you like to see Harper focus on?

Level C:

It's official...well, almost.

Elijah Harper was in The Pas, Saturday afternoon, for the Churchill Federal Liberal Association's nomination meeting.

The meeting, which was advertised as one to "select a candidate to represent the Liberal party in the Churchill Riding in the upcoming Federal Election", had a forgone conclusion, as only one candidate had filed nomination papers prior to the nomination deadline.

Addressing the 16-odd people in attendance at the meeting, Harper said, "I've always said that as a candidate, I will try to do my best..."

Harper's speech, for the most part, revolved around representing native interests in the Churchill Constituency, but after the meeting, during a brief news conference, Harper said that although much of the Liberal policy that he will be backing will be announced after the federal election is called, there is one issue specific to the Churchill Riding that he will definitely support.

"The Bayline and the Port of Churchill are very important, and I would personally like to see it survive," Harper said, "...I think it has been under-utilized."

Harper talked a little bit about the controversy his change in parties- from provincial NDP to federal Liberal - has stirred up in other parts of the nation.

"In eastern Canada and in Quebec much has been said about my candidacy," he said in his speech, "but I know many people who know who I am and what I represent."

Expanding on that in the news conference he said that he didn't think his changing parties was an issue anymore.

"I don't think that's an issue, it would have been if I had crossed the floor," Harper said.

"A lot of switching is done by MLAs...and some responsibility lies with the people who support you," he said.

Harper explained that he consulted with many of his Island Lake supporters, who

Harper explained that he consulted with many of his Island Lake supporters, who helped him make the decision to run as a Liberal in the Churchill constituency, and that his decision to run was not "solely my own".

He said that winning won't come easy and that he must work hard at the grass roots level of the constituency.

"I think I can make a difference," he said, "I will work hard at it- try to make some changes."

"I'm involving myself rather than just talking about it or complaining," he added.

When asked about the Churchill incumbent, NDP MP Rod Murphy, Harper described him as a "formidable opponent who's done a lot of work".

Before Harper's nomination is completely official, another nomination meeting must be held in Thompson, which is scheduled to take place on Saturday.

Questions For Discussion Or To Write About

Level C:

1. What was the meeting for that was held in The Pas on Saturday afternoon?

2. Who was the one person who had filed nomination papers for the Liberal candidacy?

3. What is the one thing Harper would like to see survive?

4. What party did Elijah represent before this nomination? What party does he now represent?

5. Who helped him make his decision to change parties?

6. What are his feelings regarding his NDP opponent?

7. What are some issues you would like to see Harper focus on? Why?

Activities: All Levels:

I: Working on Grammar

a) Answer the following questions by using words from the article "Harper takes Liberal nomination by Acclamation."

Which words end with the suffix "ing"?

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____ _____

b) Which words appear in their plural form?

_____ _____ _____

_____ _____ _____

_____

c) Which words end with the suffix "ed"?

_____ _____ _____

_____ _____ _____

_____ _____ _____

_____

d) Add the suffix "ing" to the following words:

meet _____ change _____

ride _____ switch _____

come _____ win _____

address _____ involve _____

represent _____ talk _____

back _____ complain _____

expand _____

e) Change the following words to their plural form:

paper_____ part _____

interest _____ support _____

party_____ change _____

f) Add the suffix "ed" to the following words:

advertise _____ talk _____

revolve _____ stir _____

consult _____ add _____

schedule _____ cross _____

announce _____ explain _____

utilize _____ describe _____

help _____

II: Vocabulary Development

Study List:

controversy	nomination	represent
brief	consulted	acclamation
formidable	prior	opponent
select	specific	forgone
policy		

The following are short definitions of words from the Study List. Fill the blanks with words from the Study List that match the definitions:

_____ name for office

_____ uncontested election

_____ carefully chosen

_____ to act for

_____ to give up; deny oneself

_____ going before

_____ said in a few words

_____ a line of conduct of a government

_____ definite

_____ a dispute

_____ ask advice of

_____ hard to overcome

_____ one who takes the opposite side

LEVEL C:

CHIEF CRAZY HORSE: A MOUNTAIN STATUE

Taken From: Tom, The Reporter, Merrill Reading Skilltext Series

Dedication to a Dream:

Tom has visited many monuments to great Americans during his travels. But most of those Americans were white men who have lived since the colonial days of American history. Today, a Polish sculptor named Korczak Ziolkowski is dedicating his life to carving the biggest memorial statue of all. He wants to honour Crazy Horse, a famous Sioux Indian chief who led the Plains Indians against the gold-hungry white men.

Korczak Ziolkowski chose Crazy Horse to stand for all Indians. The chief represents the first inhabitants of America. The artist has a dream of carving a huge mountain into a statue of Crazy Horse on his pony. He also dreams of founding a complete university at the mountain, as a memorial to the North American Indian. It sounds like an almost impossible dream, but Ziolkowski hopes he can make it come true.

Early Results:

Thunderhead Mountain, in the Black Hills near Custer, South Dakota, is the location of this great effort. From this huge lump of grey granite, the outlines of the mighty Crazy Horse are beginning to appear. Ziolkowski began his task alone in 1957. Not until 1969 did he get all the modern bulldozers and blasting equipment he needed for the job. Also, his five sons worked with him on the mountain for the first time in the summer of 1969. Even with many workers, years will be required for blasting away extra rock not needed for the statue.

Unlike nearby Mt. Rushmore's four faces, this monument is not something carved on the side of a mountain. Ziolkowski is actually transforming the whole mountain into a gigantic statue. Chief Crazy Horse will be visible from all sides, and from many miles away. When it is finished, the statue will stand 563 feet tall, and will be 641 feet long! Can you imagine one man and a bulldozer carving a statue nearly 600 feet high? The sculptor expects to have the rough statue done by 1980. Then he will need several more years to smooth the rock down to its finished form.

Artist and Model:

Tom spent a day at the Ziolkowski studio and home at the foot of Thunderhead Mountain. A twenty-foot model of Crazy Horse is on the porch of the artist's studio. Tom saw the great Indian chief sitting on his powerful horse, looking toward the east.

Ziolkowski explained that Crazy Horse is pointing to the many white men who marched across the plains toward the Black Hills of the Indians. He is warning his people of the dangers that will come to them with the white men. Crazy Horse knew what would happen to his people. Ziolkowski is carving his statue to honour the chief's wisdom.

Understanding the Words:

1. Find words in the article that mean:

   things built in memory of people or events _____

   residents, dwellers _____

   changing the form of _____

   able to be seen _____

2. Find synonyms in the article for these words:

   starting _____

   job _____

   huge _____

Knowing the Facts:

1. Crazy Horse was chief of the _____.

2. This article is mainly about:

   _____ Crazy Horse

   _____ the gold rush

   _____ a dedicated sculptor

   _____ the Indian wars

3. What else besides the statue does Ziolkowski hope to do in honour of the Indians?

   _____

4. The statue is being carved from _____ Mountain.

5. Check the sentences that are true:

   _____ Ziolkowski began his work in 1957.

   _____ The statue will soon be finished.

   _____ Thunderhead is near Mt. Rushmore.

   _____ The statue is being carved in the side of the mountain.

   _____ The statue will show Crazy Horse welcoming white men to the west.

   _____ Ziolkowski has made a smaller model of the statue he hopes to complete.

Organizing Ideas:

1. Write three other subtitles that might have been used in this article.

_____

_____

2. Find and write the topic sentence for paragraph 4 of the article.

_____

_____

_____

Studying Word Structure:

1. The prefixes un-, in-, and im- all mean "not". Add one of these prefixes to each word below. Then write the meaning of the new word.

a) possible _____

It means _____.

b) complete _____

It means _____.

c) visible _____

It means _____.

d) finished _____

It means _____.

e) perfect _____

It means _____.

2. Write the meaning of each word below.

a) biggest _____

b) hungry _____

c) powerful _____

d) wisdom _____

LEVEL C:

CRAZY HORSE AND THE BLACK HILLS

Crazy Horse was the young warrior chief of the Sioux Indians who occupied the Black Hills area of the Dakota Territory. Many tribes of Sioux Indians lived on the prairies of the Midwest before the white man came. They hunted, roamed the plains, and fought with other tribes. But their normal way of life was to be halted by the arrival of the white man.

Until the end of the Civil War, there were few travellers through the West. The Indians still controlled most of the land. The United States Government had built several military forts, and fur traders had set up their trading posts. There were a few main roads to the West passing through Indian country. Government agents offered presents to the Indians for leaving the pioneers alone, and large groups of migrants were seldom bothered.

During this early time, many promises were made. The Indians were not to attack the white men. The Government would not take the Indians' land. These promises were not always kept.

For a while, when the Indians were forced to move a little, they always had some place to go. At the end of the Civil War, however, everything changed. All of America seemed enchanted with the idea of moving west. Our nation was expanding, and moving across the plains to the mountains and to California. The settlers and pioneers were pushing the Indian off his land, and breaking promises made in earlier treaties.

Many battles between Indians and whites were fought, and the great tribes were scattered. Crazy Horse was very determined to keep the land granted to him by the Government. The Treaty of Laramie in 1868 had given the Black Hills to the Indians. But Government agents wanted to gather the Indians together on reservations, where they could be watched and controlled.

White men soon had a new reason to want Crazy Horse out of the valuable Black Hills country. Gold was discovered. But Crazy Horse resisted. He fought for his Hills in many battles. He led his Indians to victory over General Custer at Little Bighorn, and defeated General Crook at Rosebud. But in spite of these wins, he saw that he could not hold on to the Hills forever. In the end he was forced to come to an agreement with the Government.

In April of 1877 Crazy Horse came to Fort Robinson. He found it very hard to get used to life on the reservation. He had been tricked and cheated by the agents. Still dreaming of an Indian victory, he tried to escape one night, but was taken prisoner. His hopes of an Indian uprising were shattered. Stabbed during a struggle with two guards, the young chief died. With him died the fighting spirit of the Plains Indian.

Understanding the Words:

1. Find words in the article that mean:

   people who are moving _____

   as if under a spell _____

   with mind made up _____

   acted or fought against _____

2. Match each word with its meaning.

_____	warrior	a. those acting for others
_____	agents	b. Indian settlements
_____	expanding	c. fighting man
_____	reservations	d. growing; moving out

3. Check the sentence that shows how the word **posts** is used in paragraph #2.

   _____ Dad is setting posts for the new fence.

   _____ The army posts guards at the border.

   _____ Settlers bought supplies at the posts scattered along the frontier.

   _____ A large company often posts letters to all parts of the world.

Knowing the Facts:

1. What promise did the Government make if the Indians did not attack the white men?

   _____

   _____

2. What problem arose at the end of the Civil War?

   _____

3. What discovery made the Black Hills especially valuable?

   _____

4. What finally happened to Crazy Horse?

   ____ He was killed at Little Bighorn.

   ____ He led a successful Indian uprising.

   ____ He died in a fight with guards.

   ____ He convinced his people to live peacefully with the white men.

Extending Ideas:

Using the articles on Crazy Horse, brainstorm with a partner some ideas on the following questions:

1. Do you agree with Ziolkowski that Crazy Horse should represent all Indians? Explain your answer.

2. How do you know that, even from the first, Government agents worried about Indians in the West?

3. There are often two "sides" to a story. What is the white man's "side" of this story?

On a separate sheet of paper, write a paragraph on one of these questions.

Organizing Ideas:

1. Which two encyclopedia subjects would you look up first to learn more about the Sioux?

_____ American Indians	_____ Black Hills
_____ Fort Laramie	_____ Gold
_____ Crazy Horse	_____ Pioneer Life

2. Write A, B, and C before the three best subtitles for the main parts of the article.

_____ Before the White Man Came

_____ Roaming the Plains

_____ Indian Reservations

_____ The Westward Movement

_____ The Gold Rush

_____ A Warrior's Defeat

Studying Word Structure:

1. Write the base words from which the groups of words below were formed.

a) trader; trading; traded _____

b) agreeable; agreed; disagree _____

c) settler; settlement; unsettled _____

d) moving; remove; movable _____

2. Some words have two accented syllables. The syllable that is stressed more lightly is said to have a secondary accent (ˈ). In each respelling below, circle the syllable that has the secondary accent. Then write the word that is respelled.

a) (piˈ e nirˈ) _____

b) (upˈ rizˈing) _____

c) (terˈ e toˈre) _____

d) (rezˈ er vaˈ shen) _____

SUPPLEMENTARY

WORD SEARCH

ACTIVITIES

LEVEL A,B,C.

INDIAN CHIEFS:

Donnacona
Big Bear
Hiawatha
Mercredi
Courchene
Crazy Horse
Garrick
Knott
Tecumseh
Henry
Mandamin
Poundmaker
Maskepetoon
Sitting Bull
Fontaine
Folster
Pontiac
Maquinna
Brant
Whitney
Wood
Lathlin
Bear
Robinson
Nazzie
Fobister
Buck
Dixon
Starr
Redhead
Saunders
Flett
Bighetty

A D S O R O B I N S O N E L X B R
O P O U N D M A K E R L M Z R E O
S H E N R Y X C L D I X O N T A N
A K X E N E H C R U O C F S B I L
U Y C H I A W A T H A S I I L R Z
N W V U R D C L I I F B G H L E D
D I K R B W O O D O O B T H M D M
E L A K R K I I N F E A E A L H A
R T T L A K I T L A L S S A L E Q
S L T N N G A R R I C K L K R A U
L P O N T I A C L M E R C R E D I
N L N O N O E K S P D K R K F N N
J A K E L K F L E T T L K L O E N
U I Z L S I T T I N G B U L L M A
C R A Z Y H O R S E L K H K S K K
R K E L I O M A N D A M I N T L E
W H I T N E Y L T E C U M S E H L
L E K H B I G H E T T Y L K R L R

NATIVE POLITICIANS:

Gladstone
Harper
Steinhauer
Fontaine
Bourque
George
Yuzicapi
Knott
Riel
Grant
Mercredi
Funk
Morrisseau
Guiboche
Maracle
Turner
Marchand
Dumont
Lathlin
Daniels
Clark
McKay
CorbiereLavell
McIvor

S A M L K K L L E I R Y W W W I T
L F O L I W I E T I B N E W C T L
C O R B I E R E L A V E L L O F W
X N R D P L S M R G K G E N S V I
S T I A A L T C R F U N K L C X O
S A S N C I E K L I O I C U A I E
L I S I I P I A C T E B B M I W H
J N E E Z I N Y S U G L A O I E A
L E A L U D H D Q A R R C N C L R
C A U S Y M A R C H A N D T M H P
S P E Q C L U A D C N J C V K F E
H B Y I G O E S L A T H L I N U R
B F V B B E R E I U L U A N W X G
L O N N R O O I D H Z F R I E L V
R M K O D T J R T Q L S K N J Y H
I R E S G X P P G M E R C R E D I
Z Q A C O G M K R E N E S L L R Z

NATIVE ARTISTS:

Beavon
McKay
Suqslak
Chartrand
Janvier
Fisher
Nyce
Nabess
Napayok
Logan
Hanson
Davidson
Laforte
Bell
Pwe
Merasty
Morrisseau
Shilling
Sapp

S O F T Q R N J P L M A B C E Z H
L S K R T N A P A Y O K K F D O D
A G U L D N W R A T P H A N S O N
Q D R E V E C K D E L S A P P H K
S M P I B B C X C D G R F K N P V
V A E R E M E R A S T Y I W D G L
W R K A L S M O R R I S S E A U O
A V V T L U C C A B O S H X V F Q
R O N L F Q O H P Q Z R E J I Y U
N A B E S S C B N Y C E R W D I Y
L V A R P L O G A N A N F Z S H M
S K T D I A J L A F O R T E O X S
N L N R V K M G S H I L L I N G Z

NATIVE WRITERS & MUSICIANS:

Cardinal
Perley
StGermain
Ranville
Keon
McKenzie
Willis
SainteMarie
Campbell
RitaJoe
Brass
Vollant
Falcon
Monias
Napoleon
Kirkness
Obomsawin

A U B E O F R P T C E U C K L
G S A I N T E M A R I E O K O
M T B F Y E L R E P V D Z L B
V G H Y Z N D W D Q B R N W O
C E A G W I L L I S S A R B M
L R M O N I A S S O X N P D S
F M Q A Y C K E O N I V H M A
F A L C O N N E P A Y I Y P W
M I S N C K X N D Y A L J B I
C N X R R I T A J O E L X I N
F G S I D O M P E Q F E Z Q G
N G K H S I Z O J K M J E K R
C A M P B E L L B H R T N K W
O H K T M C K E N Z I E S P J
Q W R U V S T O J L U V U I W
A I V O L L A N T T V K L Y L

NATIVE WOMEN:

Capilano	Thanadelthur	Redmond	Hoff
Delisle	Clemons	Desjarlais	Harris
Cantryn	Charlie	Crowchild	Martin
Gottfriedson	Wesley	Woolsey	Kelly
Fergusson	Cournoyea	Lavallee	Gallup
Richards	Fawiyake	Zaharia	Dennis
Francis	Maliki	Ayoungman	Miller
Ittuksarjuag	Shelton	Robinson	White
Bly	Moose	Sark	Marule

C L E M O N S B J D H Y L B F V N

A A H O F F F R A N C I S O S L T

P C E O C H A R L I E N N R B G L

I G K S H E L T O N I S C M E H R

L I F E T O A M M B F Z Q T U K O

A M E G H H E A O P D A I D F H B

N Y R T N A C R O W C H I L D P I

O K G D E R Y O B I W A N V U N N

M N U L I R Q O N N S R O L L I S

E R S D D I V T U T S I L T X N O

L U S W E S L E Y N O A Z K J O R

U H O O S L B M P A G T R E R S E

R T N O J A I O A N L M A K B D D

A L E L A V C S Q L I X A U Q E M

M E X S R A W U L L I T I N N I O

T D R E L L S P L E R K R N G R N

Y A O Y A L K E L L Y W I A I F D

E N B D I E R I C H A S H R M T P

J A I F S E S D R A H C I R Y T W

G H N O S N I B O R Z O A J C O S

L T S O I T T U K S A R J U A G U

C O U R N O Y E A F A W I Y A K E

STAGES OF LEARNING

BUILDING A NATIVE CURRICULUM

RESEARCH UNIT

PART 2

Literacy and Continuing Education
417-185 Carlton Street
Winnipeg, Manitoba
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Manitoba
Education
and Training

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INTRODUCTION

In order to be fully informed about different areas of our lives, we often need to find out more about a topic. This is called "conducting research." Most of us conduct research informally all the time. For example, if you could only buy one kind of cereal for your family, you might ask all the family members which cereal they liked the best. If you found one that everyone liked, you would probably buy that one. This is conducting research.

You can ask people what they think. This is one way of conducting research. But there are many ways to conduct research.

This Unit will help you get some new skills or practice skills you already have. It will teach you how to:

- Decide on a topic to research
- Develop interview questions
- Conduct an interview
- Gather information from different sources
- Use the library
- Write a research report

You do not have to work through the Research Unit in the order it is presented. You and your teacher can decide which parts of the Research Unit will be most helpful for your research topic.

HOW TO RESEARCH

What happens to butterflies in the winter? How do spiders build webs? What are some causes of air pollution in cities? Where is the world's largest airport? When is the Boston Marathon held? Who discovered penicillin?

Do you sometimes wonder about such questions? Do you ever need to find out information about such topics for reports? When you are finding out this information, you are doing research. To research means to investigate - to look for answers. Being a good researcher will help you make good reports.

When you want to do research to find out about subjects, you can get information from such sources as:

interviewing someone	reading an encyclopedia
reading diaries	observing and keeping records
reading newspapers	reading books and magazine articles
carrying out an experiment	listening to TV and radio & taking notes

A. Write which of the above ways you might use to research the questions listed below. (Note: Most questions can be researched by using more than one source of information).

1. What work does a councillor do? (On Chief & Council)

_____

2. How many photocopies does the Council office make in a week?

_____

3. Who was the Chief of Norway House in 1952? _____

_____

4. What community, North of 53, has the largest population?

_____

5. Who is Yvon Dumont? _____

B. List two or three questions that you would like to research.

_____

_____

CHOOSING A TOPIC

How can you choose a research topic? Sometimes, your instructor may assign a topic. Or, you may find a topic in a book. Other times, you may think of your own topic.

When thinking of your own topic to research, choose a subject that interests you. Make sure the subject is not too broad for you to cover well in a report.

For example, when writing about Prominent Native People, you will find that there are too many to write about. This is too broad a topic. You would have to choose just one person at a time to write about.

A. **Listed below are some subjects that are too broad to make good topics. Look at each of the subjects and narrow it into a topic that would be both interesting and the right length for a report. The first one is done for you.**

Broad Subject	Your Topic
1. Fish	Life Cycle of the Whitefish.
2. King Trappers	_____
3. Cooking	_____
4. Snowmachines	_____
5. Festival Events	_____
6. Animals	_____
7. Transportation	_____
8. Government	_____

B. Think of your own topic. First, think of a subject about which you are interested and which you think others might be interested in. Then, narrow this subject into a topic that would make a good report. Write your broad subject and final topic below.

Broad Subject	Final Topic
_____	_____

Think: How can you make sure the topic you have chosen is interesting and narrow enough?

ORGANIZING RESEARCH

To plan your research, sort and organize questions about the main ideas of a topic you have chosen. Try to group together similar questions so you can see how well you are covering a topic.

For example, Simon had a list of questions about his topic, Habits of The Wolf. He wrote a category heading that described the main idea of each of his questions. Below are Simon's questions and categories.

Question	Category
What do wolves eat?	Diet
How big do wolves get?	physical description
What colours are wolves?	physical description
What areas of Canada are wolves found?	habitat
Will wolves attack humans?	instinct

Simon then reviewed his questions and categories to see if he had covered his topic well. For example, he asked himself if he should ask more questions about wolves' instincts.

A. **Practice sorting and organizing your own questions. List the questions you have about a topic you have chosen. Then, next to each question, write a category to which the question belongs. Use the other side of this sheet if you need more room.**

Question	Category
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Think: How does grouping questions into categories help your research?

MAKING NOTES

Kawin, A Book of Indian Crafts to Do, by Lindsay Beaudry - pages 30 & 31 - How to make a Fire Bag:

- materials needed: black wool cloth, cotton cloth, yarn, ribbon, beads, scissors, needle and thread, paper to make pattern.
- Make pattern, cut two pieces from black wool and two pieces from the cotton.
- Put beadwork on front piece.
- Sew front to back (Black wool pieces); sew front to back of lining.
- Sew ribbon edges, add a ribbon strap. Make yarn tassels, sew to tabs.

Above are some notes Sam made about his topic, How to Make a Fire Bag. You should make notes like these when you are doing research about a topic. Notes will help you remember what you read and observe. Remember these three steps when making notes:

1. List the source you are using. If it is a book, write the author's name and the pages from which you have taken the information.

2. Write down only important words and phrases. The notes you make need not be complete sentences. However, make sure you have written all the information you need.

3. Re-read your notes after you have made them.

A. **Use at least two reference sources to find information about a topic you are interested in finding more information about. On index cards or pieces of paper, write brief notes about what you read.**

Think: **Why is making notes necessary when doing research?**

FINDING REFERENCE MATERIAL

When choosing a topic, ask yourself, "Where can I find out about this topic? What sources of information will be helpful to me?"

After you have chosen a topic, think of more places where you can find information. Remember that to research means to investigate, or to look for answers. Always search for sources that will give you the best information about your topic.

1. Make a list of questions about your topic.

2. Search the school and public libraries for books, magazines, newspapers, and encyclopedia articles about your topic and the questions you have about it.

3. Talk with a classmate about ideas concerning other sources of information, such as interviews, diaries, and direct observation.

4. After you find some references, look through them quickly. Make brief notes about the information that answers your questions about the topic.

5. Use maps, pictures, filmstrips, and other visual aids for a better understanding of your topic.

A. Write some questions that you have about a particular topic. Then list several different sources of information that you could use to find the answers to your questions. For example, you might list the question "When do moose have their young?" One source that you might use to find the answer is in an encyclopedia or you may ask a hunter.

Question	Source of Information
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Think: Why does finding the best source of information help your research?

GUIDE WORDS

Guide Words are found at the tops of pages in reference books such as dictionaries and encyclopedias. To find out what words or topics are included on a page in such books, you need not read all of the words or topics listed on the page. Just look at the guide words. The guide word at the top left gives the first word found on that page. The guide word at the top right gives the last word found on that page. The word or topic you are looking for will be on that page if it is alphabetically between the guide words.

Look at the example of a dictionary page below. The guide words are hero and hesitate. You know that herring is on that page because it is alphabetically between the guide words.

hero

he-ro (hir'o) n: pl heroes. a man who does great deeds
he-ro-ic (hi-ro'ik) adj. 1: relating to heroes, 2: having great courage and daring, 3: of great power
he-ron (her'en) n: pl herons. any of long-necked wading birds with long bills and legs

hesitate

Herr (her) n: used among German-speaking people as a title, Mister
her-ring (her'ing) n: an edible fish that is found in the North Atlantic Ocean
hes-i-tate (hez'e tat) vb: to stop

A. Arrange the words below in alphabetical order as they would appear on a dictionary page. Then, circle the two words that would be the guide words.

need	neat	_____	_____
navy	nearby	_____	_____
neck	necessary	_____	_____
nebula	necktie	_____	_____

B. **Here is a list of words. Write the word from this list that would be found between each pair of guide words shown below.**

ape	lump	pineapple	hopscotch	tag
break	water	soap	baseball	milky
frightful	brilliant			

seek-some _____
art-battery _____
tab-tail _____
ant-apex _____
lump-lye _____

hope-horn _____
mid-minor _____
waste-wax _____
bread-brew _____

USING THE CARD CATALOGUE

When looking for a book in a library, you may want to use the card catalog. The card catalog is usually located in a case with several small drawers. The letters on the outside of each drawer show the first letters of the cards contained in it.

You will find three kinds of cards in the card catalog: author card, title card, and subject card.

599 Lo Lowery, Bob The Unbeatable Breed.	599 The Unbeatable Lo Breed. Lowery, Bob	599 Native people Lo Lowery, Bob The Unbeatable Breed
AUTHOR CARD	**TITLE CARD**	**SUBJECT CARD**

When using the card catalog remember the following points:

* All cards are listed in alphabetical order.
* If the title of a book begins with A, An, or The, you will find it listed under the next word. eg. to find the book The American Scene, look up American.

* The author's last name is listed first on the author card.
* All author's names that begin with Mc (like McGrath) are filed as Mac. eg. McGrath, John would be filed as if it were spelled MacGrath.

A. STUDY THE THREE KINDS OF CARD CATALOG CARDS ABOVE. THEN ANSWER THE FOLLOWING QUESTIONS:

1. To find more books by Bob Lowery, which card would you use?

   _____

2. If you know the name of a book, but not its author, which card would you use?

   _____

3. To find all the books the library has about whales, which card would you use?

   _____

4. Under what letter would <u>The Unbeatable Breed</u> be listed in the card catalog?

   _____

B. ARRANGE THE FOLLOWING AUTHOR'S NAMES IN ALPHABETICAL ORDER AS THEY WOULD APPEAR ON AUTHOR CARDS IN THE CARD CATALOG.

Maria Campbell	Sharon Pollock
Emile Pelletier	J.A. Macdiarmid
Ronald Keon	Virginia Football

TEXTBOOK SCAVENGER

Needed: pencil paper several textbooks

Directions for Hunt:

1. Find a textbook with a table of contents. Write Book Title, name of first chapter, and first page number of last chapter. (6 points)

2. Find a textbook with a glossary. Write book title, and list 4 words found in the glossary. (6 points)

3. Find a textbook that has some charts. Write book title, the page number of a chart, and the topic of that chart. (6 points)

4. Find a textbook that has maps. Write the book title, page number of a map, and the area shown on them. (6 points)

5. For bonus points, find a textbook with an index. Write the title, and list 2 topics given in the index. (6 points)

Add Your Points:

24 - 30 points = excellent text skills

18 - 23 points = good text skills

12 - 17 points = fair text skills

Below 11 points = needs improvement

USING THE ENCYCLOPEDIA

Encyclopedias are collections of information in either one or several books. Encyclopedias contain many topics, which are arranged in alphabetical order. Usually, encyclopedias have photographs, maps, diagrams, graphs, charts, drawings, and other study aids to help enhance topics. Encyclopedias generally give the most basic or important facts about a topic.

After doing research, check the encyclopedia to see that you have not left out any important material in your research.

A. Imagine that you are researching the topic Colonial Life in America. Look up information about this topic in an encyclopedia and answer; the following questions.

1. Where did the Pilgrims first settle? _____

2. What difficulties did the Pilgrims first face in America?

   _____

3. Who helped the Pilgrims solve some of their problems?

   _____

4. Why did the Pilgrims come to America? _____

   _____

B. **Besides written information, there are many visual aids in encyclopedias that help describe topics. Using an encyclopedia, look up each of the topics listed below. List the visual aids (such as graphs, maps, tables, charts, drawings, photographs, and so on) that the encyclopedia uses to help describe each topic.**

Topic	Visual Aids
Canada	_____
Dentistry	_____
Nickel	_____
Dogs	_____
Hockey	_____
Light	_____

***Think: How can you use an encyclopedia to help you find information?**

USING PERIODICALS

A periodical is any newspaper or magazine that is published at regular periods of time, such as once a day, once a week, or once a month. Usually, periodicals describe current events. You can use periodicals to research almost any topic.

For example, if you want to find out how many games your favorite hockey team won last week, you could find out the information in the sports pages of last week's newspapers. Or, if you want to find out some of the laws Congress passed last week, you might look up the information in a weekly news magazine, like Newsweek.

A. **Below is a list of some kinds of periodicals. Choose the periodical that would best be used to find the following items of information.**

daily newspaper	conservation magazine	camping magazine
football magazine	car digest	school newspaper
teen magazine	television guide	fashion magazine

1. Latest camping equipment _____
2. Names of TV programs about space travel _____
3. Newest fashions _____
4. Students running for president of the 6th grade _____
5. Things conservationists are doing to stop air pollution _____

   _____
6. Colour pictures of professional football players _____
7. Articles about teen-age movie stars _____
8. Test results between two kinds of sports cars _____
9. Major news events that happened yesterday _____

B. Look at some periodicals. Choose two different ones and list them below. Next to each periodical, state an item of information that you found in it. For example, John chose Up*Here magazine as one periodical and wrote Yukon Quest next to it.

Periodical	Item of Information
_____	_____
_____	_____

MAKING A RESEARCH DIARY

A research diary is a written record of research you have done and of research you plan to do. Use a research diary to help you check the progress of your work. You can keep your research diary on separate sheets of paper or in a small notebook. Each page of your research diary should include:

the date — listing of research you did that day
your name — listing of research you plan to do the next day

Date: 06/03 Name: Jane Hall

Today: I interviewed Jonas Anderson, (a trapper) about what kinds of bait to use in lynx trap.

Tomorrow: I will read an article in "Trapping" magazine.

Date: 06/04 Name: Jane Hall

Today: I read an article in "Trapper" magazine on trapping lynx.

Tomorrow: I will look for more articles on the lynx at the library.

(**Note**: A research diary is not the best place to keep detailed notes on the information you have found when doing research)

A. **Below are two examples of pages from a research diary. Look at them carefully and then answer the questions that follow:**

Date: ____ Name: Sue Halcrow

Example #1

Tomorrow: I will look up information about making mukluks.

Date: 01/15 Name: _____

Example #2

Today: I finished a line graph on populations of five northern communities.

1. In example #1, what two pieces of information are missing?

_____

2. In example #2, what two pieces of information are missing?

_____

B. **Start your own research diary about a topic you are researching. Remember, each diary page should have the date, your name, what you did that day, and what you plan to do the next day.**

USING A BIBLIOGRAPHY

A bibliography is a listing of books, magazines, and other reference material that were used to get information for a report. Often, a bibliography appears at the end of a report. When doing research, note the sources that you are using. then, arrange the sources in alphabetical order (usually according to authors' last names) to make your bibliography.

The order most often used to list the details of a source for a bibliography is:

1. author (last name first)
2. title of source
3. place of publication
4. publisher
5. date of publication

When magazines are used, page numbers where the information was found are also often listed. Below is an example of a short bibliography arranged in alphabetical order.

Brick, Samuel R. "Birds and Pollution," Conservation Journal (August 1971): 10-18.
Durr, Robert M. Birds and Insecticides. Milwaukee: Hill Press, 1973.
Tranmal, Joyce R. Woodland Birds. Chicago: Smith and Brown Co., 1970.
Worden, Kenneth. "Song Birds," Bird Watcher's Monthly (June 1972): 26-35.

A. **Below are some scrambled source listings. Arrange the information for each source in the correct order for a bibliographic listing.**

1. 40-43. "Making Model Cars," Tom Pen. Model magazine (April 1973):

_____

_____

2. Bow and Arrow Digest (May 1972): 15-19. Sarah Bucholtz. "How to String a Bow,"

_____

_____

3. 1973. Williamstown Publishing Co., Williamstown, Pa.: Hick, Tom L. Baseball Rules

_____

_____

4. New York: Emmanuel R. Lights. 1973. Flying Saucers. Pearlson Press,

_____

_____

***Think: Why is a bibliography an important part of a report?**

ORGANIZING BY SUBTOPICS

When doing research, you will first list questions about a topic. You will then group these into categories. The categories that your questions belong to are called subtopics. These subtropics should help explain parts of the whole or main topic.

There is no one right way that subtopics must be organized to make a good report. However, your subtopics should be organized in such a way that they will thoroughly explain your main topic. Make sure your subtopics are important ones. The right subtopics help you describe and define your main topic. Poor subtopics will not explain the main topic thoroughly.

Derek was doing research about fishing in the Great Lakes. He organized his questions into four well-chosen categories or subtopics:

1. Kinds of fish in the Great Lakes
2. Commercial fishing in the Great Lakes
3. Recreational fishing in the Great Lakes
4. Future of fishing in the Great Lakes

A. **Below is a list of subtopics. Circle the subtopics that would best describe the topic of Tanning Hides.**

uses of tanned hides	safety on the lake
colours of beads	precautions when scraping
types of hides	Materials required
types of lures	making a smudge
procedure	frames

B. **Below, list the subtopics you plan to use for a report. Make sure that they will thoroughly explain a main topic.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

***Think: Why should you carefully choose your subtopics when preparing a report?**

TRAVEL TIPS

Look in a world atlas to find information about a country you would like to visit. In the space below, write down the facts you have found. Be sure to include:

1. Name of the country
2. Population
3. Capital City
4. Geographic location
5. Countries that border it
6. Chief bodies of water

Create a travel information brochure for your chosen country. Present the facts you found in the atlas in a creative, imaginative way to make your country inviting to others.

To add interest to your brochure, locate other facts about your country in library resources and text books.

ORGANIZING BY OUTLINING

An outline is a written plan that helps you organize a report. When making an outline, first decide in what order to put your subtopics. Ask yourself, "What subtopic would be the best one to put first?" and "What subtopic would be best to put next?"

Beneath each subtopic put the details you have gathered. Remember, the details are the answers you have found to your questions about each subtopic.

Look at the outline below. Use the same form when you make your own outline. (**Note**: Use as many subtopics and details as you wish.)

Fishing in Setting Lake

I. Kinds of Fish in the Lake

- A. Whitefish
- B. Pike
- C. Suckers

II. Commercial Fishing

- A. Gear needed
- B. Procedure used

A. Arrange the following main topic, subtopic, and details in outline form in the space below. The main topic is Using a Gun. The subtopic is safety when using a gun. There are four details: cleaning a gun, safety catch, carrying a gun, and loading and unloading a gun.

B. Write an outline about a topic you are researching. Follow the form described above.

*Think: How can an outline help you write a report?

TABLES

A table is a list of facts that are arranged in an easy-to-read and orderly way. Tables are found in newspapers, books, magazines, encyclopedias, and other reference materials. You can use tables when you want to compare certain details about subjects.

The average monthly temperatures in four northern communities are shown in the table below. You can see, for example, that the average temperature in The Pas in January is -24.

	January	April	August
Swan River	-20	+10	+20
The Pas	-24	+5	+18
Lynn Lake	-32	+2	+16
Churchill	-38	0	+12

A. Study the above table. Then answer the following questions.

1. What is the average temperature in The Pas in August? _____

2. What is the average temperature in Churchill in April? _____

3. What place has an average temperature of -32 in January?

   _____

4. In what month is the average temperature in Swan River the highest?

   _____

5. What place has the highest average temperature in April?

   _____

6. How many more degrees warmer is The Pas than Churchill in August?

   _____

7. During what month is the average temperature lowest in all four places?

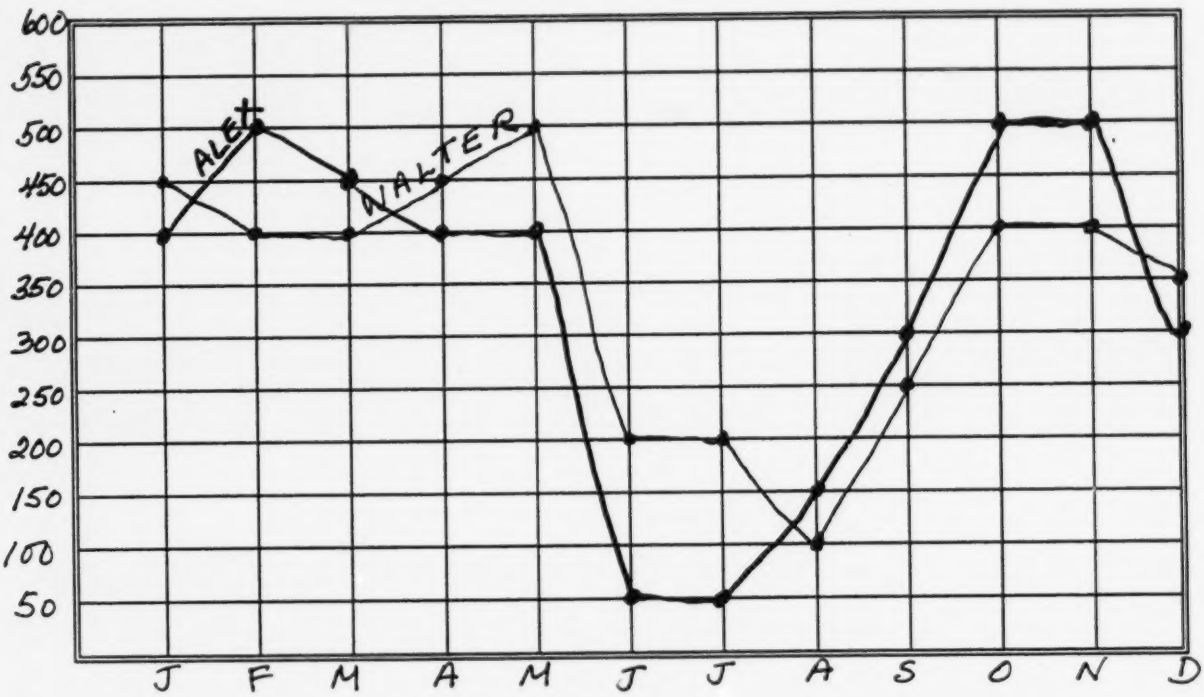
   _____

***Think: How can you use tables to help you find information?**

USING LINE GRAPHS

A line graph is a diagram that shows the relationship among groups of details about a certain topic. The line graph below, for example, shows the pounds of fish caught by two fishermen, Alex and Walter, during each month of the year. The letters at the bottom of the line graph represent the months of the year, beginning with January. The numbers at the side of the line graph show the number of pounds. You can see that Alex caught 500 pounds of fish in February.

NUMBER OF POUNDS OF FISH NETTED



A. Study the above line graph. Then answer the questions below.

1. Which fisherman caught the most fish in July? _____

2. In September, how many more pounds of fish did Alex net than Walter?

_____

3. In what month did both fishermen net the same amount of fish?

_____

4. Which fisherman's catch remain about the same all year?

_____

B. **Put the following information in the line graph above. Reg also had a commercial fishing license. For each month of the year, he netted the following pounds of fish.**

Jan. - 550	April - 550	July - 250	Oct. - 450
Feb. - 400	May - 100	Aug. - 250	Nov. - 500
March- 450	June - 400	Sept.- 400	Dec. - 250

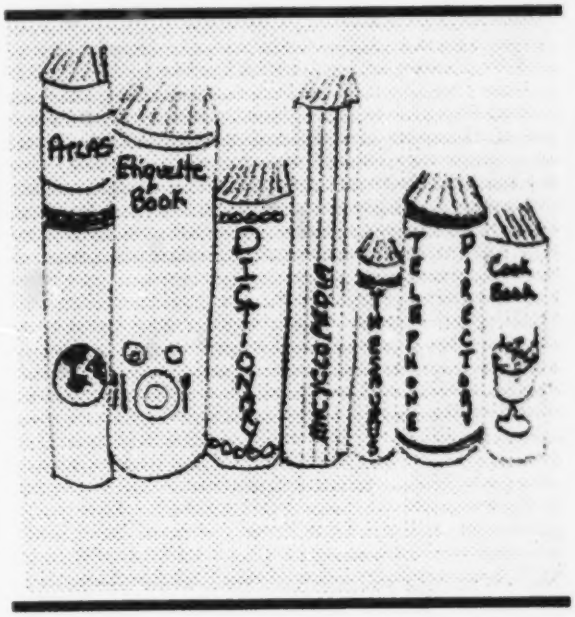
First, put a dot on the graph at the amount of pounds Reg netted for each month. Then connect the dots. Put Reg's name on the line you have made.

***Think: How can you find and record information by using line graphs?**

REFERENCE REVIEW

Help these learners find the correct reference materials for their tasks. List the Learner's name and beside each, write the name of the reference (or references) he or she should use.

- Leslie's task is to find and compare the chief products of Manitoba and B.C.
- Florence is to make bannock for the church tea.
- Kelvin must find two synonyms for each of these words: advance, beautiful, error, giggle, huge.
- Isabel's assignment is to draw a map of Alberta, show its capital and label the surrounding provinces and states.
- Andrew is to make a report on early Metis settlers.
- Silas is to describe tomorrow's weatner forecast.
- Bob is to divide the following words into syllables: incapable, collegiate, decentralization.
- Kathy has to find the names and addresses of a local dentist, plumber, attorney and hardware store.



BEST COPY AVAILABLE

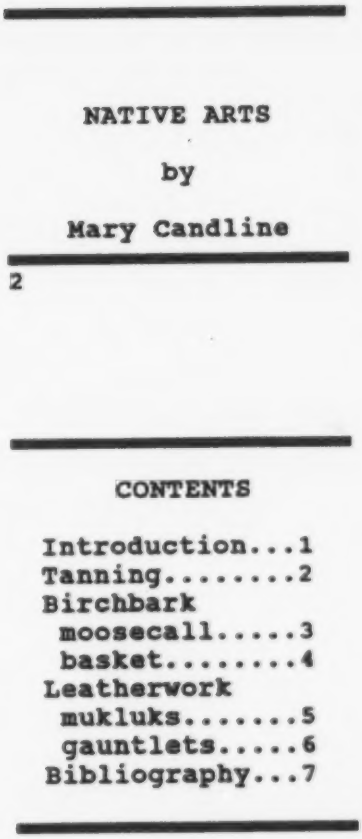
MAKING A WRITTEN REPORT - 1

A good report is often more than a written description of a topic. While the written description is the most important part of a report, a good report often has such features as:

1. title page - including title of the report, author's name, and possibly a diagram, drawing, cutout, or other visual aid which shows something about what you have written.

2. contents page - listing the major sections of the report and the page number on which each section begins.

3. bibliography - listing the reference sources (books, magazines, and filmstrips) used to make the report.



A. Study the diagrams of the title page, contents page, and bibliography on this sheet. Then answer the questions below.

1. What is the title of the report?

   _____

2. Who is the author of the report? _____

3. On what page does the section tanning begin? _____

4. List the title and author of one source used to make the report.

   _____

   _____

B. Make your own title page, contents page, and bibliography following the above directions and examples. Use a diagram, drawing, cutout, or another visual aid on the title page you make. Use at least three sources for your bibliography.

Beaudry, Lindsay. Kawin. Toronto: Ahbenoojeyug Inc. 1975

Jaeger, Ellsworth. Easy Crafts. New York: Macmillan,

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